





The Government's decision to allow only 6 per cent for pay increases when calculating next year's cash limits in the public sector is seen by the trade unions as a declaration of war. Mr Fred Jarvis has added the NUT's voice to that of NUPE, NALGO and the Civil Service unions in prophesying dire consequences for the public services. Teaching and non-teaching staff employed in the education service constitute nearly half the total work force of local government, so education is well to the fore in this controversy.

The sense of outrage to which the public service unions have immediately given forceful expression may well be tempered somewhat as this pay round progresses. The rate of price inflation is likely to slow down. The cash limit refers to a period from April, 1981, to March, 1982. Not even the percipient Mr Jarvis can say with certainty what the going rate in the private sector will be next spring.

What is clear is that in many branches of industry and commerce employers and trade unions are settling at much lower figures than seemed likely only a few months ago—the engineers' national settlement at 8 per cent will no doubt be raised in some companies by deals at plant level, but by no means everywhere. And reports are beginning to come in—as at Express Newspapers and British Airways—of offers which are made conditional on the extension of existing agreements by six months, thereby imposing a temporary wage freeze. The latest CBI figures suggest that most settlements are being made at the 10-11 per cent level. This could well go down into single figures next year.

To provide a sinister commentary on the Government's announcement, there is the latest short-term forecast of the group of economists known as Cambridge Econometrics which expects unemployment to rise to three million over the next two years. The more gloomy you



## Is 6% the cost of holding on to teachers' jobs?

of course, ensure that all settlements will necessarily be within this figure, only that the rate support grant will be based on the assumption that they will. The Government clearly intend to keep down the cash limit for inflation generally to well under 10 per cent. Fixing the cash limit allowances for inflation unrealistically low has become a time-honoured method by which the central Government cheat the local authorities and transfer to them odium which would otherwise rest with the Cabinet.

The local authorities have to make their own realistic estimates of inflation when they draw up their own budgets. Similarly, they have to come to their own conclusions about the feasibility of pushing through wage settlements at 6 per cent. The shameful stance which the unfortunate Sir Gervus Walker has felt obliged to adopt towards the firemen—directly repudiating the agreement which ended the last fire service dispute—is a measure of the lack of flexibility which

The announcement of the 6 per cent cash limit on pay settlements does not

needs for an Open Tech are so urgent that there is no time for pilot schemes. It sounds as if what he has in mind are a series of courses, modular in form, validated by outside bodies (he suggests TRC and BRC), backed up by correspondence courses and broadcasts. He also speaks of face-to-face tutoring. He doesn't seem to envisage a central OT on the lines of the OU, though he assumes the OU would develop a lower level capability. He seems to side with those who want an "open network" with many different institutions providing distance learning opportunities, but this is not clear.

The course itself, seems to have enough in common—at least at the initial stage—with the Mansell model, to provide additional support for the Government's chosen approach to vocational preparation. But it will take more than this pamphlet to make a convincing case for basing this course on something called an "Open Tech" rather than simply augmenting existing provision, as appropriate, with correspondence courses and broadcasts.

It sounds too much like a gimmick, and one which is not particularly well-justified because of the level of reading ability and motivation which correspondence education and home study demand, for a wide range of potential students. But this is not to say that such distance learning techniques are not important, not that they could not be profitably developed for particular purposes given strong backing by the Government, the local authorities and the colleges. If the gimmicks were laid aside and limited, practical improvements sought,

## 'O Lord our Governor...'

So after all the Conservative pontifices, the wrangling in committee, the consultations and the deputations, the new arrangements for governing bodies are to be followed. Their implementation date has simply vanished over the horizon.

One can imagine the sort of sly advice whispered in Mr Cartledge's ear. "Don't worry, Secretary of State, better put it in the Bill since it was in the manifesto but no need to force anybody to do anything. Local authorities bound to kick up a fuss—you can get round with them on the advantages procedure and the information for parents and gently let the governing bodies slide. A sort of tit for tat."

The new provisions on information for parents—due to affect admissions in 1982—are certainly sensible and long overdue, even though many trees will be felled to produce the paper. But why, if it's a question of keeping the local authorities sweet, plump for the elaborate new admissions procedure rather than changes in governing bodies? The new "tribunals", with all their attendant bureaucracy, are bound to raise unjustified hopes. There was always more shadow than substance about them—the kind of thing which Mr Norman St John Stevas might fib off inopportune parents when he was trying to set off for the ballet.

The parent-teacher associations are right to say that it is precisely at a time of cuts that parents and other ratepayers should have a bigger say in running schools, so that they can see exactly where limited funds are going. Representation on governing bodies would have been a small, but not necessarily insignificant, way of giving parents at every school more influence in educational matters, important than a hollow mechanism for exercising a largely imaginary choice.

It is a sign of bad government when hopes are raised, and parliamentary time wasted, to no purpose.

## London on a hiding to nothing

The report by the Inspectorate on the Inner London Education Authority (ILEA) was prepared as evidence for Lady Young's ministerial committee. In accordance with a basic principle on which the Inspectorate stands, a copy of the report had to go to ILEA, as well as to Lady Young, The ILEA, and the Inspectorate—rightly concluded—that any report as interesting and politically sensitive as this is better published than leaked.

What the report does not do is make any comparisons between the state of education in London and other big cities. It describes the background, it appraises the schools, it is kinder about primary and further education than it is about comprehensive schools—altogether a much greater cause of concern. The kind of criticism which is brought out is the kind which has run through the recent primary and secondary surveys: too much class teaching pitched at the middle of the ability range which fails to stretch the able pupils and offers less than it should to its slower learners. By use of selective admission, a damning indictment could be attached together, but only by overlooking the

the employers think they have. Here the industrial relations of the public sector can ever be kept on an even keel if the employers, egged on by the Government, simply resist from their commitments, is beyond comprehension. When the next round of Burnham gets under way in the New Year, there will be no serious negotiation. It is already being pointed out that this will wreck any chance of getting agreement on a new teachers' contract of service.

What happens to the teachers, of course, depends not on Burnham but on the arbitration procedure and the Government. Whatever the local authorities offer, arbitration—automatic under the law, if there is no agreement—will impose a settlement which can only be changed by a resolution of both Houses of Parliament. It seems most unlikely that the Government will anticipate the wide review of the Remuneration of Teachers Act and introduce a one-clause Bill to end arbitration. But this just might turn out to be the first time the Government invoke the cumbersome machinery for setting aside an arbitration award.

Before expending too much righteous indignation, the teachers would be wise to wait and see what happens to the economy at large. If the economy goes on contracting, a 6 per cent increase could seem pretty reasonable. In spite of many premature warnings teachers have not yet been among the many occupational groups which have experienced compulsory redundancy. No more such they. But among those groups which have, are many (including some teachers) who have been put out of work by the success of their own union in forcing up costs and restricting flexibility. Teachers may well resent having to accept lower pay rises in return for greater security which their employment still offers, but the realists among them would regard it as a not altogether acceptable bargain.

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## Parents can play key role in teaching, research shows

### Home improvements in reading

by Bob Doe

Significant improvements in the reading levels of seven and eight-year-olds can be achieved if schools let parents do some of the teaching according to recent research in the London boroughs of Barking and Haringey.

Getting mothers to hear their children read regularly can be more beneficial than an extra teacher in the class, a research team led by Dr Jack Tizard found.

Parents are often encouraged by schools to talk and read to their children to help in language development, but to stop short of dabbling in the actual teaching of

reading for fear of confusing or putting too much pressure on children.

But hearing their child read is apparently the most useful thing parents can do according to this work completed by Dr Jenny Hewison of Durham University and Dr Bill Schofield of the Open University.

In a two-year experiment the parents of children in two classes of six-year-olds were encouraged by teachers to hear their children read from books sent home every two days.

By the time they were eight years old, the majority of these children scored above average for their age on reading tests. In comparable

classes in the same working-class district, about two thirds of the class were below the national average for their age.

An extra teacher was provided in another two classes to give extra help with reading. The average of these two classes did not match up to those in which parents had been asked to collaborate, though the researchers were against making too much of this finding.

Dr Hewison said: "Schools should think of parents as a learning resource that can be used. There is no firm evidence that parents do any harm if they are given the right guidance and encouragement."

## Tighten cash control say MPs

by Biddy Passmore

Tighter departmental control of higher education spending is strongly recommended in a report from the Public Accounts Committee, published last week.

The committee wants a closer watch on postgraduate research students, many of whom fail to complete their PhDs in the allotted time. Evidence from the Social Science Research Council had shown that less than half of the doctoral students they sponsored had obtained their degrees after six years, when they were supposed to take four, the committee says.

"Given the extent to which such candidates are financed from public funds, we think it would be appropriate for DES to consider initiating a more comprehensive review of the performance of publicly financed postgraduate students," its report says.

The MPs say that universities should be given some indication by the Government of how it expects their total grant to be shared between the main spending elements. To help universities plan and make economies, the University Grants Committee should also give them clear reasons for the variation in grant from one university to another, based on the committee's knowledge of costs in different universities.

The committee recommends that each university should be told how many students in grant it must provide for, and that the actual numbers admitted should be monitored. This would enable the UGC to "monitor more effectively the appropriateness of the staff-student ratio in individual universities", it says.

## Wrong lines for women graduates

Far too many women graduates begin their working lives as secretaries in industry and commerce whereas men do not, Mrs Jane Finkley, a magistrate, told the twenty-fifth anniversary meeting of the New Hall Graduate Society in Cambridge last week.

"One measure of success in five years time would be for women to represent more than their current 20 per cent of the membership of the Law Society, 1.8 of the Institute of Marketing or the 1.3 of the Institute of Chartered Accountants", she said.



This four-year-old handicapped boy, previously unable to sit up, now attends special school—with the help of a chair designed by DEMAND (Design and Manufacture for Disability). The new chair has been launched on an appeal for funds. About £500,000 is needed urgently to further the work already successfully carried out by the London College of Furniture and the Greater London Association for the Disabled. Donations to DEMAND, London College of Furniture, 41-47 Commercial Road, London, E1.

## Ulster: protests over 'unfair' tests in 11-plus selection

Teachers, parents and pupils have all protested about the unfairness of tests used in the two-stage 11-plus selection now taking place in Ulster.

The first of two tests devised by the Northern Ireland Inspectorate and taken just over a week ago, has been criticized by one of the province's five education authorities and by two teacher unions.

Critics say the test was far too difficult and out of touch with the primary maths syllabus. Questions included imperial units no longer used in schools and negative numbers, that primary pupils were unlikely to have come across at this stage.

The Northern Ireland Department of Education defended its inspectors

and their tests this week by saying that all questions had been prepared in other parts of the United Kingdom and that the questions had to be hard, to sort out the top 10 per cent who qualify automatically for grammar school places.

The 11-plus was reintroduced this year by the Northern Ireland education minister, Lord Elton, after scrapping labour's comprehensive plans for the province. For the past three years, selection had been carried out on the basis of head teachers' assessments.

## Report warning on tensions of jobless

Ulster's high unemployment rate has created severe psychological and physiological tensions, leaving many men and women with formidable problems of identity and adjustment, according to a report issued this week.

The Northern Ireland Council for Continuing Education, in a discussion paper about possible adult education strategy for the 1980s, suggests a much more comprehensive view of leisure is needed.

No person, says the report, should be left with a minimum of basic social confidence and education. It also urges the need for specific attention to the educational needs of women.

## Pensions cut threat lifted

by Richard Garner

Teachers' unions have won their battle to persuade the Government not to cut the pensions of thousands of their members because of the 4 per cent error in the Clegg commission report on their pay.

The threat to dock the 4 per cent—first revealed in *The TES*—has been lifted. It would have affected the pensions of about 32,000 teachers expected to retire between April 1, 1979, and August 31, 1980.

The Department of Education has been hedging over whether the money should be included in pension entitlements for months. It is thought that they were finally influenced to allow pensions to be based on the original figure in the Clegg report when the Association of County Councils dropped its opposition to including the 4 per cent late last month.

Teachers' leaders had claimed all along that the DES had committed itself to agreeing to use the Clegg report as a basis for calculating pensions. After the discovery of the 4 per cent, however, the DES maintained it had only been committed to basing the pensions on an accurate calculation by the comparability commission.

If the 4 per cent had been docked from pensions, it would have meant a 60-year-old teacher who had worked for 40 years and retired on an average salary receiving £2,845.80p a year plus a lump sum payment of £8,136.14p compared with £2,901.37p and a lump sum payment of £8,294.61p.

The teachers' panel on the Burnham committee, which negotiates teachers' pay, has welcomed the Government's decision. Mr Fred Jarvis, its secretary and general secretary of the National Union of Teachers, said it was an example of what could be achieved if teachers showed a united front.

## Manchester goes to grassroots

by Sarah Bayliss

Seven public meetings will be held on one night in Manchester next week to test local opinion about secondary school reorganization.

The education committee is offering alternative plans for change, both assume the abolition of all sixth forms and the creation of three colleges for 16-19-year-olds.

One plan suggests that 17 out of the existing 22 secondary schools should be retained as 11-16 schools. The other proposes 20 smaller 11-16 schools. The new colleges, run as local centres for feeder schools, would work with existing further education colleges in an emerging tertiary system, according to Mr Dudley Fiske, the chief education officer. The long term aim of both plans is a single tertiary institution for each area of the city.

The Campaign for the Retention of Eleven to Eighteen Schools in Manchester (CREEM) is maintaining total opposition to the proposed break at 16-plus and has drawn up its own plan for keeping 17 schools open all with sixth forms.

They fear that 11-16 schools will offer a "secondary modern" education with only one foreign language (French) being taught, and no separate science teaching, just general science.

Mr Fiske said CREEM's fears of limited subject teaching were unfounded as long as the new schools had six forms of entry and no less. His immediate concern was that because of steeply falling rolls there are already 3,000 surplus places in 11-16 schools, were suffering damage to the curriculum and, for example, French was the only language being taught.

The public meetings will be held in seven schools on Monday next at 7.30 pm.

## In brief

### Handbag grab in classroom

A youth last week walked into South London classroom and knocking at the door and snatched a teacher's handbag as she stood in front of her class.

Pupils aged 12 and 13 who witnessed the theft chased the thief and his two accomplices from the school, Clepham, but the three escaped.

Mrs Patricia Creutzberg, a high school teacher, lost £15 cash and cheque book, her handbag was found the next day on Clapham Common.

The Inner London Education Authority said classrooms were never locked while pupils were inside since it contravened regulations.

### Tory student call for poly closure

Two or three polytechnics at least, one university should be closed in order to make "cuts" in public expenditure, a Conservative student leader said last weekend.

Speaking to a conference of the Federation of Conservative Students in Birmingham, Mr John Young, PCS Chairman, also called for the abolition of vocational courses in polytechnics and the introduction of a voluntary student loan scheme. Government should make real cuts in public spending, not just cuts in public expenditure, he said, if they should resign.

### Norfolk fury over 16+ exam grouping

Norfolk has objected to being grouped with London and the Eastern counties in the new 16+ exam groups. The county's education sub-committee thinks it should be allied to Cambridgeshire and Lincolnshire in the Midlands rather than counties like Kent, Suffolk and Kent in the East and East Angles group.

Meanwhile, the Midlands group last week became the regional consortium of CSE boards to formally announce formation, since the Government gave the go-ahead to the new 16+ common exam system.

### Microelectronics scheme boosted

Microelectronics in education programme has been boosted by £1.2m boost this week. Government approved grants for in-service courses, curriculum projects and support services to encourage developments in the field.

Part of the four year programme announced earlier this year, the scheme backed include a series of day courses being run on by day at the Schools Council project, a curriculum project for education technology on how to select and use microelectronics in the classroom, and a series of programmes on microelectronics from the BBC.

### N. Ireland youth forum established

A youth forum to represent 150,000 people involved in Northern Ireland youth work has been established. Launching the forum, Lord Elton, Northern Ireland education minister, said the forum would always be open to new youth.

fifth formers at a Dorset school who want to stay on next year say they are baffled and bewildered about their future. When aged 11 they joined Lytchett Minster secondary near Poole, they thought there would be a sixth form for them. Five confusing years and several Section 13 notices later, still no sixth form exists.

"They are seriously losing faith with the adult world", their headmaster Mr Ron Castleton said. The muddled tale of Lytchett Minster began in 1973 when Dorset education committee resolved, and the county council later confirmed, that the secondary modern, housed in a rural manor, should be reorganised as an 11-18 comprehensive. The Secretary of State quickly approved a Section 13 notice.

But when the first comprehensive opened, a suitably qualified teacher arrived in September 1974 there was a newly formed county council which had plans for a sixth form college in Poole five miles away. The education committee recommended that Lytchett Minster develop as a five-form entry school for 11 to 16 year olds.

It stopped the parents, objecting, their arguments for a local "all-through" school were so forceful that the county council threw out the proposed change and confirmed that Lytchett Minster be an 11 to 16 school. Although this move did not change the character of the school, a new Section 13 notice was published.

## Labour regional conference, Leeds

### Kinnock accuses 'good guy' Carlisle of duplicity

by Biddy Passmore

Mr Neil Kinnock, Opposition spokesman on education, accused Mr Mark Carlisle, the Education Secretary, of "accomplished duplicity" in his opening speech at last weekend's Labour Party regional education conference in Leeds.

Mr Carlisle was always listed as "the good guy" in the Conservative Cabinet, he said. But that must owe more to his personal charm than to his actual record in office.

The Education Secretary has "developed the characteristics of a modesty and a ruptured 'good guy'", said Mr Kinnock. "Yet every opportunity he defends the Conservative policies of the Government with an enthusiasm that has his reputation as a lapsed socialist."

Mr Kinnock permitted him to combine his voluntary work as "traveling salesman for the private schools" with his official role as defender of the state sector.

## Labour help for leavers

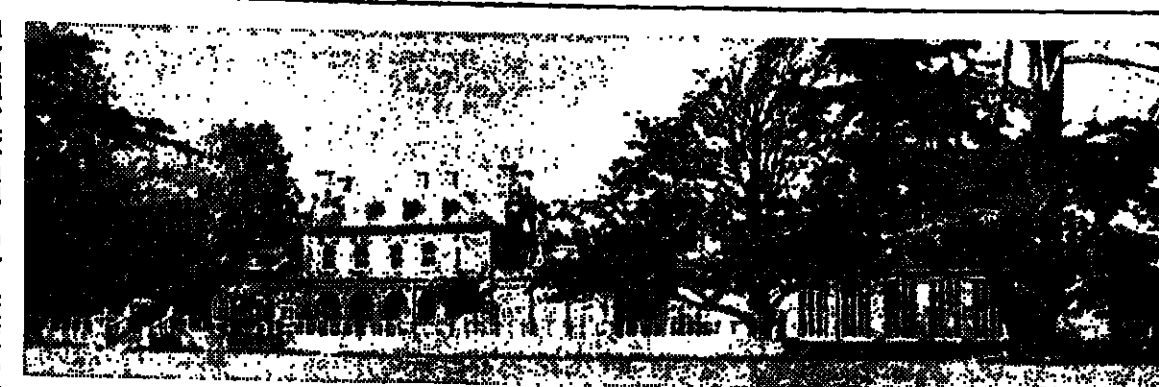
The 300,000 youngsters who leave school every year and get no further education or training represent a potential "underbox of frustrated energy", Mrs Ann Taylor MP, education spokeswoman, said at the conference.

Mrs Taylor said that the Labour Party 16-19 working party, which is chairing, would report early next year with specific proposals for easing the transition from school to work.

## Hastings material

The Socialist Educational Association, the 1,000-strong pressure group allied to the Labour Party, has sent out advice to county Labour parties for next year's local election campaign.

The SEA's vice-president is Mrs Joan Benn, who says that the number of voluntary comprehensive schools would fall in the same proportion as places in the county. She says that the voluntary sector is now at the expense of the state sector. It also suggests that the transition between the two sectors be prevented. "Inadequate provision of places for ethnic minorities,"



Lytchett Minster Secondary: substandard?

Sarah Bayliss reports on the latest episode in the Lytchett Minster saga

## An end to the yes-no game?

Mrs Shirley Williams, the then Education Secretary, took a fresh look and decided that a sixth form would be too small to be viable and that the premises were inadequate. The Section 13 notice was rejected.

Undaunted, parents renewed their lobbying and in July 1978 the county council "as bewildered and incensed as the local people", according to a governor, lobbied Parliament for their own school with a sixth form.

After a series of delays—and the return of a Conservative government, Dorset promptly dropped its plans for a separate sixth form college in Poole. The county council reaffirmed its commitment to an 11 to 18 school for Lytchett Minster

and in January 1980 published another Section 13 notice saying so.

Department of Education officials have now visited the site and agree with local officers that a minimum of £800,000 must be spent to raise the building to the required standards.

"The building is severely sub-

standard," said Mr Roy Price, county education officer.

The education committee has met and said that if the Secretary of State approves the notice, the required improvements would not be complete until 1985 at the earliest. In the meantime Lytchett Minster pupils must go to Poole grammar school or the further education college for sixth form work.

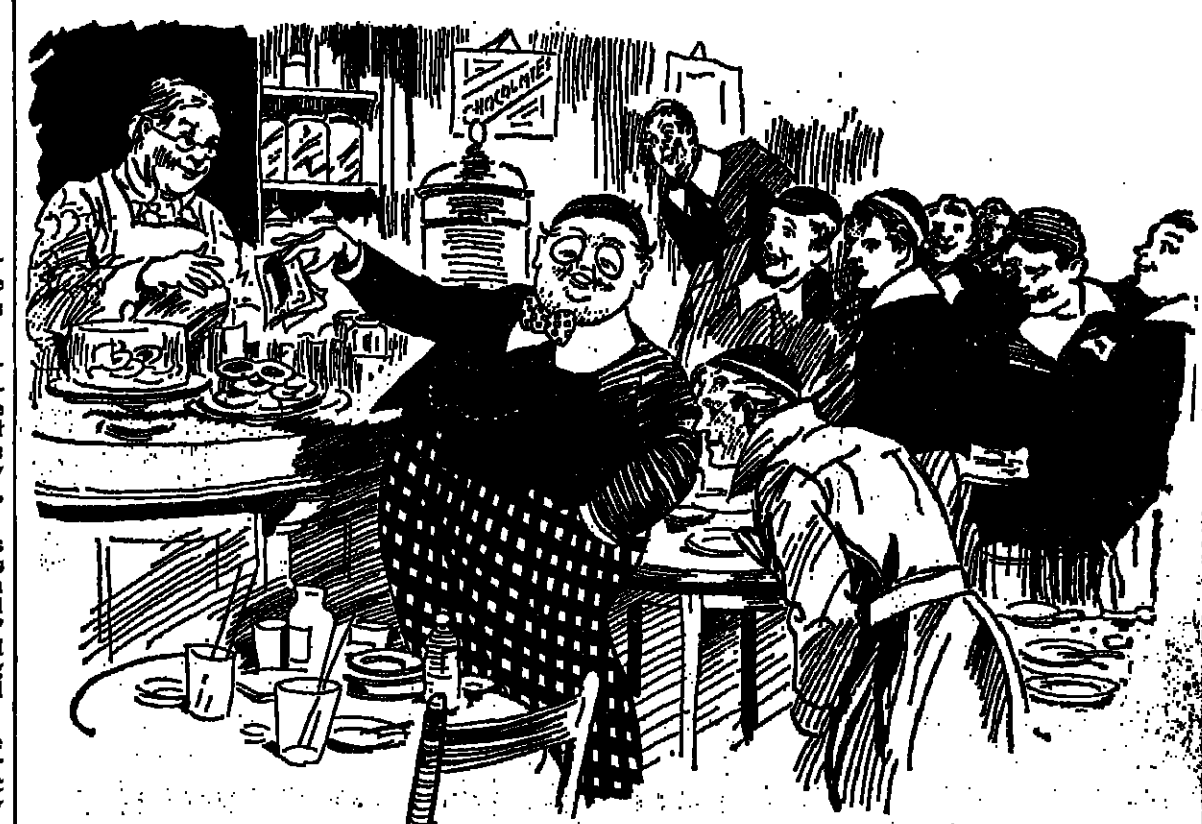
Mr Price has also been asked to prepare a report by December assessing whether a limited number of A level subjects can be taught at Lytchett Minster.

Parents and teachers argue that the building improvements are unnecessary and prohibitive. "Do we have to have a sports hall and a car park before we can teach A level English?", asked one.

Now they are threatening legal action. The present fifth year were admitted after the 1973 section 13 notice which said the school would have a sixth form. After taking legal advice parents are confident that that notice should prevail.

Meanwhile, the fifth year, which has 158 pupils including 60 who want to study A levels, have organized their own pressure group. "They are getting more militant and frustrated. We are concerned that many will opt out of further education altogether," said Mr Castleton, the headmaster.

The students have asked for a meeting with the chairman of Dorset's education committee.



## "Good wheeze of Quelch's, to set up a tuck shop with those AB bounders."

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Write with registration fee of £1.00 to BFI Education, Day Schools, 61 Dares Street, London W1P 6AA, and indicate if you would like to attend on Fridays 6th or 12th December, 1980, at the National Film Theatre, London.







## OVERSEAS NEWS

West Germany

## Marking row breaks out as minister calls for written review of work

by Wellington Long

BONN The perennial argument over how to mark school reports has broken out again in West Germany this school year.

In the state of Hesse, the Cultural Affairs Minister, Mr Hans Krollmann, a Social Democrat, has tried unsuccessfully to eliminate the grading of second-year pupils.

A Protestant churchman in Bavaria has been censured by his church superiors for awarding all seventh- and eighth-year pupils in his secondary school the top mark in religious instruction.

Mr Krollmann told Hesse's state Parents' Advisory Board that he thought it counter-productive to continue giving second-year pupils marks from one to six in individual subjects and for diligence, department, attentiveness and tidiness.

"Instead, a child's learning development, his attitude towards work, his performance, his particular strengths and weaknesses, his social attitude and cooperation should be reviewed at the end of the term in a written form," Mr Krollmann proposed.

He said it was a mistake to assume that the pressure of getting good marks enhances a child's willingness to study.

The Minister added that schools in the states of Lower Saxony, North Rhine-Westphalia and Hamburg already have adopted his idea. Baden-Württemberg and Bremen have gone part of the way—schools in those states analyze the work of second-year pupils in a written review, but also give specific marks for work in German and mathematics.

The Parents' Advisory Board vetoed Mr Krollmann's proposal. Members said children and parents understood the grading system, while a written analysis often would go over their heads.

Pastor Horst Seegeer in the Bavarian town of Kouch ran into trouble with his superiors by giving everyone in his religious classes in the community's secondary school a top grade.

"To anyone who believes in the unconditional grace of God, grading pupils on religious instruction is a sin," he said. But his church superiors said they would have to reconsider giving him a permanent appointment when his probation period ends.

United States

## Reagan holds out crumbs of comfort to national education establishment

by Clive Cookson

WASHINGTON The liberal education establishment, searching for comfort after Mr Ronald Reagan's landslide election victory, found a crumb in the President-elect's first press conference.

Mr Reagan said he would appoint secretaries to run the two government departments he wants to abolish, energy and education.

The statement scotched speculation that he might show his determination to dismantle the Education Department, which Congress created last year at the request of President Carter, by failing to name a Cabinet-level secretary to head it.

In a further reassuring comment, Mr Reagan told the press conference: "When you talk about questioning whether a Cabinet-level department should exist as it is today, that does not mean that you are throwing out the legitimate functions which have always been performed by government and that should continue to be."

Leaders of national educational organizations seemed so stunned by the election results—perhaps more by the Republicans winning a majority of six in the Senate than by the size of the Reagan victory—that they had little to say afterwards.

They were careful not to say anything rude about Mr Reagan, because they hope to be able to influence his educational policy. That may be difficult, since very few members of the education establishment have bothered to cultivate contacts in the Reagan camp.

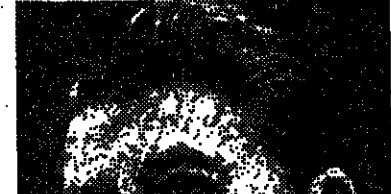
No one seemed at all sure what the new administration's educational priorities would be, or whom Mr Reagan might put in charge of education. Indeed the President-elect and his advisers probably do not know themselves, since education is far from the top of their list of policy concerns.

Mr Reagan's educational policy task force, chaired by Mr Glenn Campbell, director of the Hoover Institution at Stanford, has met once but it is not clear how influential it will be. According to one member, Mr Sheldon Steinbach of the American Council on Education, the task force concentrated on scaling down the Education Department, and on introducing "tuition tax credits" which, parents could partially offset.

college and private school fees). The Republican platform called for action on both issues.

The task force expressed enthusiasm for reducing federal regulation of education, said Mr Steinbach, the only representative of a national education group on the 14-member task force.

In elementary and secondary education deregulation will involve replacing the highly specific pro-



The President-elect... will appoint someone to head threatened Education Department.

grammes administered by the Education Department with block grants to states and school districts.

Mr Reagan supports a general reduction in the role of the federal government (except the Defence Department) and a return of power to state and local governments, and to private individuals and organizations.

Mr Steinbach, a bright and energetic lawyer who may himself play an important role in the Reagan Administration, warned that the combination of a Republican President and Senate meant that "We're in for a period of real belt-tightening."

Several long-standing friends of education were among the 12 Democratic Senators and about 30 members of the House of Representatives who lost their seats in Congress. Mr John Brademas, Democratic Whip in the House, and Mr Warren Magnuson, chairman of

the Senate Appropriations Committee, may be missed most.

The House retains a Democratic majority, but the Republicans take control of the flow of legislation and budget appropriations through the Senate and all its members. (The new Congress does not assemble until January, but old one, including defeated members, returned to Washington last week for a "lame duck" session to complete business left over before the election.)

On the basis of seniority, moderate Senator, Mr Mark Hatfield of Oregon, is in line to become chairman of the crucial appropriations committee, which will approve all federal expenditure. And the Senate's most liberal Republican, Mr Charles McClellan of Maryland, is expected to take over the subcommittee dealing specifically with the education budget.

Those assignments would be among the best that education could hope for in a Republican senate. But leadership of the Senate and human resources for education, which is responsible for authorizing education programmes (as opposed to appropriating for them) is likely to go to a swing-winger, Mr Orrin Hatch of Utah.

Almost as worrying for education is the fact that the demand of South Carolina will over the judiciary committee to Mr Edward Kennedy. Like Mr Reagan, Senator Thurmond is a strong supporter of prayer in schools and opponent of busing to achieve integration, and he is expected to use his committee to promote his goals.

Voters in six states defeated cutting initiatives modelled on California's famous Proposition 13 in a seventh, Massachusetts, Proposition 2½ passed by a majority.

It reduces local property taxes to 2.5 per cent of fair market value (hence the name) and that may cut local government revenue by 10 per cent.

"The potential for severe cuts in education is very real in communities unless a miracle happens before next July," says Mr Gregory, Massachusetts Education Commissioner. Mr Gregory's impact will depend on the ability to raise additional revenue to bail out the local authorities which is not yet known.

## OVERSEAS NEWS

Sweden tackles youth unemployment. By Hilary Wilce

## Schools must help jobless

New legislation in Sweden has placed the responsibility for all under-18s—whether they are in school or not—firmly in the hands of the school system.

If a young person doesn't find a job, he shouldn't be considered unemployed, but be seen as a pupil," Mrs Brit Mogård, Schools Minister, told *The TES*. "An education that fits his needs must be designed for him."

At the same time she pointed out that it was neither cheap nor effective to "make schools look like factories". The new measures are also intended to encourage more vocational training to take place within industry. Although the education system carries the overall responsibility, improved government grants are to be given to companies who offer their premises and training staff for vocational training schemes.

Youth unemployment in Sweden is running at about 5 per cent—low in comparison with other developed countries, but nevertheless virtually double the overall national unemployment rate and a cause for great concern.

The highly sophisticated economy offers few work opportunities for school-leavers. Only about 10,000 leaves a year find jobs before they finish their basic school education at 16.

More than 70 per cent of pupils go on to upper secondary school immediately, and a further 15 per cent eventually take up one of the many two, three or four-year study programmes on offer.

Partly due to this high take-up rate is due to poor employment opportunities (with all the associated problems of discipline and

motivation in the upper secondary school), but much is also to do with the wide range of training functions that the schools assume.

Hairdressers, mechanics, shop workers, and paper and pulp workers all do their basic training in school, cheek-by-jowl with sixth form-type pupils preparing to go on to university. Sixty per cent of courses offered by the upper secondary schools are vocational study programmes.

In addition, the vast expansion of adult education has meant that there is no longer anything extraordinary about returning to studying after a shorter or longer gap, and the upper secondary environment is not too rule-bound or particularly uncongenial for young adults.

But the rapid expansion of all kinds of education has led to problems, according to Mr Björn Grönqvist, education officer of SÄFI, the Swedish Employers' Confederation.

Five special pages on Swedish education begin on page 30. What is happening inside the country's radical university system? Why will all children have to learn to type? Is there a new kind of teacher for the new kind of school? Why do so many adults carry on learning? And does bilingual teaching really work?

"The very vastness of the educational activities has meant that we have found ourselves with a large, autonomous, and partly artificial system within the community as a whole."

The earlier system of haphazard job training, done almost entirely within the labour market, was unsatisfactory, he agrees. But so, too, was the initial solution. "We built lots of schools, put young people into them, then shut the doors, the windows, the cars... it was a solution typical of Sweden."

But the need to integrate schools with the society around them has been clearly perceived for many years now, and a series of efforts has been made to open both the doors and cars.

The latest reforms have laid down that vocational places in the upper secondary are to be increased. Five-week introductory courses at the beginning of the school year will encourage pupils to continue their studies, and one-year vocational courses are to be introduced, although other pre-job courses are to be cut. Access to the upper secondary school is to be made easier.

At the same time the job creation programme for unemployed youngsters is to be phased out, with considerable government savings. Last year the study grant paid to an upper secondary school pupil was approximately a tenth of the wage paid to a young person on relief work, of which the Government paid three quarters.

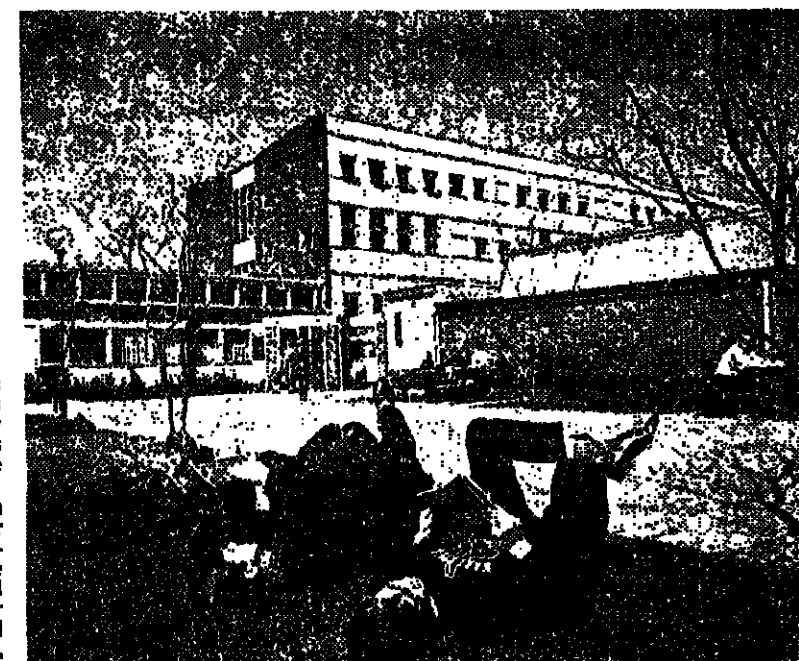
Younger pupils are to get at least six weeks' work experience during their time at comprehensive school, from 1982, in the form of both study visits and longer periods of practical experience. It is planned that this will be extended to 10 weeks eventually, and will encompass experience in three different sectors of working life: technology and manufacturing; commerce, communications, services; agriculture and forestry; and clerical and administration work, nursing and care, education and the arts.

Already this kind of pupils' work study is extensive. Companies and institutions in Sweden bear the brunt of about two million pupil-weeks per year, and since 1977 local committees of employer, union, school and employment representatives have existed to orchestrate cooperation between schools and the community. These SSA committees, as they are known, have full- or part-time secretaries.

In addition, most schools have a guidance counsellor, and opportunities also exist for both teachers and heads to gain work experience for themselves.

Unfortunately it is easier to change structures than attitudes, and the gulf between the world of school and work often remains wide. Few teachers, at present, know much about work other than their own, and some are sceptical of the actual educational value of the placements arranged.

OECD examiners, whose report on Swedish education is to be published shortly, have echoed such doubts, wondering if schools "might reach a point where they so emphasize connexion with work in society that they understate the importance of concept forming and of cognitive development." They also expressed concern that too close a tie-up with the needs of the labour market could inhibit the development of critical and rigorous thinking about society.



Students at upper secondary school, where they study everything from hairdressing to advanced science. Work for unskilled youngsters is almost non-existent.

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Keith Brunsell on an experiment in collective leadership

## Going head-less: Norway tries it out

An experiment in alternative school leadership could lead to many more teachers in Norway playing an active part in the way their schools are run, if proposals for "head-teaching" schools, based on this system, are approved this autumn.

At His Skole, just outside Arendal on the island-studded south coast, a form of collective leadership has been in operation for five years, ever since the school was opened.

Under Norwegian law, schools can be given permission to develop new curriculum or organization ideas for periods of up to three years. If the experiment appears to be going well, and is approved by parents and by the regional schools director, then the experimental period can be extended.

At His Skole, which has about 160 pupils, aged seven to 13, the idea for the experiment grew out of the local community from which teachers for the new school were recruited. No existing staff he had to be persuaded of its merits.

The head-teachers' appointment salary was used to employ part-time teachers in order to reduce the overall teaching load, to employ a

school secretary, and to purchase additional teaching materials. All administrative work is shared by the complete staff, which has now grown to about 10.

Although the scheme has worked well within the school, Norway's teacher union, Norsk Lærerlag, has expressed doubts about the scheme. "No experiment should be allowed to lead to a reduction in individual teachers' rights or an alteration in the law regarding working conditions or to any existing agreements," Mr Ivar Westby, the union's secretary, said recently.

Nevertheless the scheme has been granted an extension of two years, and moves are afoot to make collective leadership an option for the staff of any primary school in Norway.

The Education Ministry is currently preparing proposals which would allow schools to elect their own head-teachers, and these are to be presented to the King in Council this autumn.

Mr Halvor Thorbjørnsen, of the Ministry's schools department, explained that alternative leadership might take the following form: "One elected teacher could take charge for the period August to

Christmas, or Christmas to-July, or possibly (there could be) a troika system of three elected teachers instead. Alternatively, a whole group of teachers in a small school would be allowed to act by consensus decisions."

Ms Grete Knudsen, Under-Secretary of State for Education, has been to see experiments being set up, and is also hoping to see them "acting as a spur to active cooperation of all parties concerned."

To this end she has been in discussion with the teachers' union, and is also hoping to see them "acting as a spur to active cooperation of all parties concerned."

Local assessment of the Skole scheme has schools electing Henrik Bargem, who said for the region, who said recently: "Both the teachers and the school authority have been very interested in the experiment."

Much interest has been expressed by educationists, and although the experiment has been made public, the school has been progressing normally.

Collective leadership involves greater educational discussion and cooperation than is usual in schools having a head teacher.



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## LETTERS

# The unacceptable face of Bad language political generalization? in the name

entirely Mr. Rennie's assumption that the children assessed in the West Riding screening should have later been referred to the Kirkcaldy school psychological service, irrespective of whether their head teachers should consider this appropriate or necessary.

The article also states that, of the children judged at age seven to be in need of special education, the screening proved to be wrong in 29 cases out of 30. This is a total misconception based on a misreading of Mr Rennie's evidence. Very few indeed (0.6 per cent) of the children screened were recommended for consideration for special education. How many precisely were recommended for this in Mr Rennie's Kirkcaldy sample is not stated, but it could not have been more than a handful. What apparently Mr Rennie did was to see how many of the children assessed in the screening had been placed in special classes by the age of 13 plus. This is quite another matter; it could have been expected that very few of them would have been so placed, and it is nonsense to suggest that special education should have been expected for the majority of the children whose names were at the age of seven indicated no such need.

DENNIS G. PICKLES,  
6 Elmote Grove,  
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## Sports Diary



Fields of human conflict: youngsters enjoy a healthy variety of activities but does professionalism mislead many aspects of sport?

## Professional foul

Sport is one of our national preoccupations. It is one of the main sources of pleasure for many people, both as participants and as spectators. This is reflected in the position it occupies in our mass media. For all three television channels, sport holds a key slot in their programming policy. In televised sport there is a concentration of the major sporting themes: of victory and defeat; of joy and tragedy; and the most dramatic incidents of an event. These aspects are literally highlighted for the viewing audience.

But at the start of the Eighties, there is another side to sport. A growing cynicism threatens to undermine the ability of sport to provide us with the pleasures of competition. Across a whole range of sports there is an increasing concern about the unwholesome side effects of professionalism—whether it be under-the-counter payments in athletics, negative and boring tactics in football, or the overtraining of young athletes in the search for success. All these and many other examples cast doubt on the equation between sport and pleasure.

However, in the midst of this gloomy tale, there is one place where this simple equation still operates. Here, nobody claims that cash bonuses produce defensive tactics, nobody challenges the referee's decisions, and nobody suggests that competitors are being given drugs to improve their performance or retard their puberty. Here, sport is still for pleasure, for the fun of taking part. Here, sport is still "for all". Where is this sporting utopia? In the BBC's *It's a Knockout*.

This claim may well astonish or even horrify sporting enthusiasts, but a brief consideration of *It's a Knockout* may allay some of this concern. The programme is based on competition between teams representing British towns and villages. The teams compete in events that are largely based on sporting skills, even though these may appear in unfamiliar forms or combinations. But these skills remain the basis of the events—sprinting, ball skills, agility, balance and team co-ordination. The sequence of events are highly competitive and take place together with a "marathon" which runs throughout the programme.

and more "fun" for the audience by the introduction of "slapstick" elements: duckings, greasy poles and a seemingly endless supply of crazy foam. In addition, the contestants are regularly dressed in what the production team call "Tweedies"—a wide variety of overgrown cuddly toy costumes. At this point we can see the two sources of enjoyment that *It's a Knockout* tries to play on for its audience. First, it exemplifies the belief in sport as pleasure: these teams play the game for its own sake, for the fun of taking part. But secondly, it draws on a source of pleasure familiar from other light entertainment television: the chance to see ordinary people making fools of themselves, as in *The Generation Game*, for example. These two elements—the fun of taking part, and the crazy things people will do—both heavily underscored, by the presenters.

The presenters' style sets the tone for the whole programme as one of relaxed friendliness and good humour. Everyone, even the civic dignitaries from the towns being represented, is just one of the "lads and lasses" and everyone, from Stuart and Eddie downwards, is on first name terms. Stuart's performance also includes orchestrating the support of the crowd for the teams (a reminder that competition is taking place); interviewing dripping contestants (preferably female and attractive); and contributing a commentary seemingly composed of hilarious banter and hysterical laughter ("and he's fallen in again, ahahaha"). The presenting team is completed by the "scoreboard girl", whose ornamental function is more clearly derived from her presence on television quiz shows, such as *Sale of the Century*, than from scorers at AAA meetings.

Through this style of warm-hearted bonhomie, the programme constructs a unity—a unity of people gathered together in pleasure. Who makes up this unity? It begins with the teams who are "ordinary people", enthusiastic amateurs rather than professional athletes. The "lads and lasses" are personnel managers and plumbers, students and secretaries. Like us at home, they are out to enjoy

themselves. In their turn, they unite their supporters, their representatives, their communities for the contest. But the contest is never allowed to get out of hand—it is always related to the greater unity, the game itself.

We at home are implicated in this unity too. Their fun games are the source of pleasure; the laughter, joy and bonhomie are directed at us, viewers. And the programme, an image of us as viewers, is self-consciously "good family entertainment", directed to us as viewers, but as that betrays the nation—the viewing family.

This unity of *It's a Knockout* is not accidentally about sport. It is about the image of being sport, or, more accurately, a particular image of being sport. The image of sport in *It's a Knockout* confirms the equation of sport and pleasure. It celebrates the success, the virtues of amateur enthusiasm over cynical professionalism, and good-humoured over ruthless seriousness. The image of sport is especially expressed in amateur sporting clubs of the schools, but it is also held to be the "English character".

In *It's a Knockout*, it is this unity of the "English way" which lies the unity. "We are all players," the good and decent competitors, the good and decent "lads and lasses", still remain "like a man". They still remain the fray with your indomitable spirit, and our sense of humour intact. But this reassuring image is a very particular view of English. It is a unity of people, together all sorts of ordinary people, the ordinary of the fish society—the communities, the "lasses", the communities, the leaders and the families who are into the troubles, television, the divisions which mark the English. Sport for all, perhaps, but what sort of "all" are we supposed to be?

John and Alan Clarke teach in the Department of Social Sciences at Open University.

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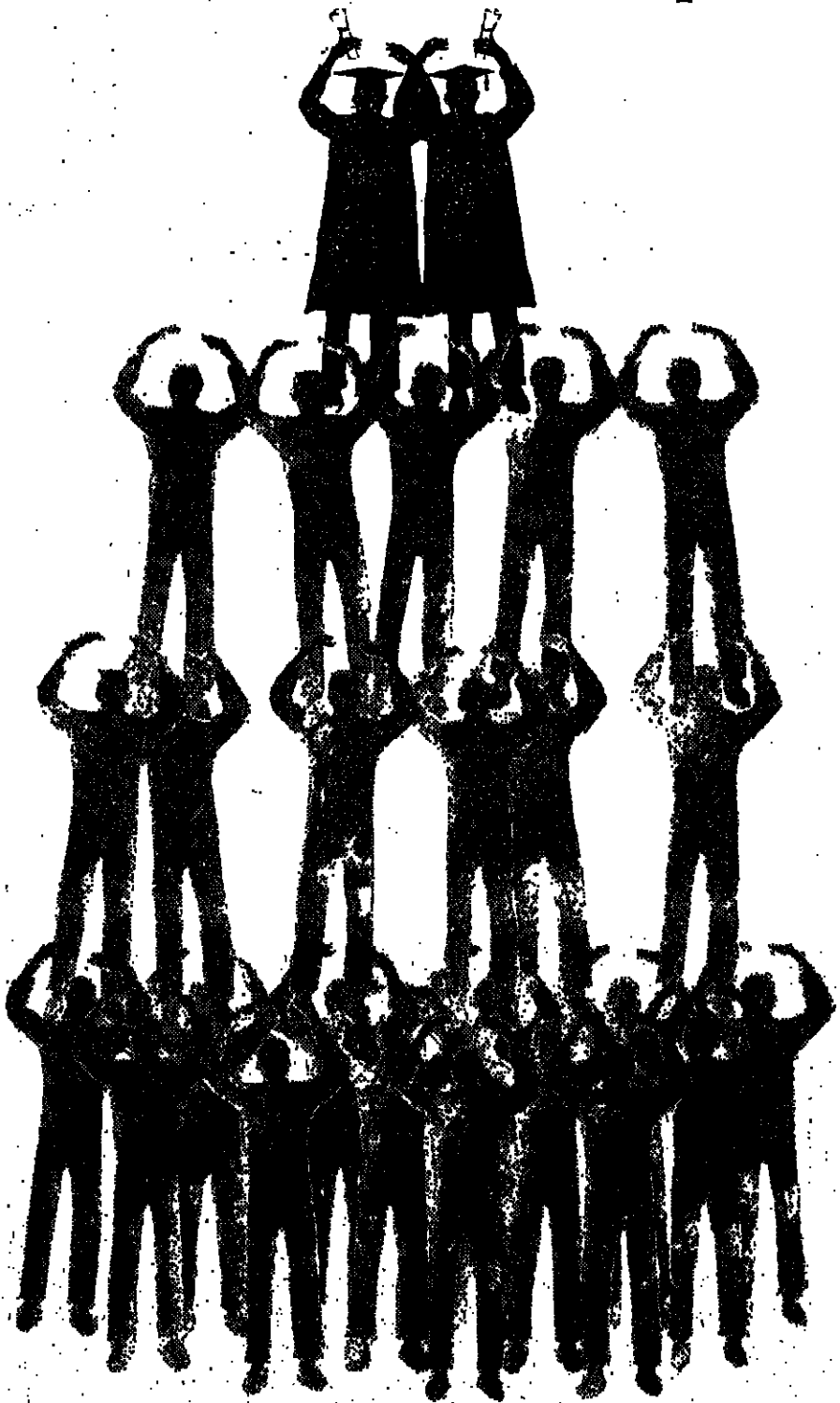
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## Maths for sheep and donkeys



### An open letter to the Cockcroft committee on the teaching of mathematics by John Kirkham

pleasure which the "reinforcement" of behaviourism can only interfere with. Teachers do not like to have the initiative for learning taken out of their hands. The conditions they have to work in make them fear enthusiasm as a threat to good discipline. They prefer secondary motivation, because it is under their control.

The behaviourist version of motivation is dehumanizing. Carrots and sticks make donkeys. When people are treated like animals they behave like them, and produce lower-order responses, at worst obedience to follow patterns they have been taught. The mode of thought in the exam room is not understanding: "What does this mean and how do I solve it?", but memory: "How was I taught to do this?" It is the exceptional teacher who can ignore the exam (perhaps till the last few weeks of run-up to it) and teach for understanding.

The good teacher goes through pupils' work to find the breaks in their understanding. But this is unproductive for

the purpose of the exam, with its objectivity and computer-marking. So ordinary teaching tends to follow the exam, and leaves understanding and problem-solving to decline. The exam, which is intended to raise standards (and possibly might with the top 10 per cent, if their motivation were not degraded), is effective only in lowering them.

In standard educational thinking, learning follows teaching. But this is only true in the crude sense that mechanical skills can be taught to passive, even to unwilling, pupils, as to circus animals, by the use of reward and punishment. Understanding and problem-solving carry their own inbuilt pleasures and pains, and call for a more active, enthusiastic response. Understanding is in decline because we have allowed the excitement of active learning to be swamped by the exam requirement, passive teaching under compulsion.

Motivation in its full human sense was brought into the discussion for a short time during the birth of New Maths. But it was too much for teachers to take

## features

(again, mainly because of schools conditions), and they went back to their dependence on textbooks, abetted by publishers and examiners, and by authoritarians alarmed at any motivation not under their control. The addition to assessment which foreign educationists find so notable in our system is an expression of this fear of freedom.

No one seems to have learnt from science and applied to education the idea that measuring alters the thing measured. In this case, assessing mathematics consists in reducing what ought to be a quality, understanding, to a quantity which can be expressed numerically. Problem-solving is difficult to assess on a linear scale, but the mechanical manipulation of figures is easy. Having to assess 90 per cent of the age group on the same scale makes comparability and objectivity more important to the examiner than sensitivity to the growth of understanding.

Academic practices, headed by assessment (digging it up to see how it is growing) make short work of the primary motivation, enthusiasm. Their next victim is confidence. Our society has lost confidence over the last century as exams have taken over education. Everyone's schooling is now dominated by the fear of failing (at least from 11 onwards, though it can start much earlier), and for most, formal education ends in a failure to qualify for the next bout.

Consequently the young put their enthusiasm, too precious to be hazarded on a losing throw, into other things. Educational standards, if they do not actually decline, certainly fall behind what they ought to be, could be, and need to be, for a successful society.

This mutilated version of motivation persists because once teachers, parents and adults generally have accepted it, then like Aesop's fox they do not like to be reminded by children's enthusiasm that they have allowed their own to be killed off. When people are persuaded they are failures they lose confidence, cease to think for themselves, and cause no more trouble for authority.

They can then be flitted easily into a pyramid, few at the top, many failures at the bottom. Academics and authoritarians think the pyramid is the only possible shape for society (though it does not accord with the normal distribution of human ability). In their view the success of the few needs to be based on the failures of many. It is hypocritical of them to set up committees like yours investigating the causes of failure, when failure is built into their system as the price of success.

So what can be done? The behaviourist idea of motivation, carrot and stick, ought mainly to operate in the circus ring. Its only legitimate place in education is as remedial treatment when something has gone wrong with normal human motivation. We ought to make human use of human beings.

Exams ought to be cut back to their proper size. To do this successfully means studying the motives of their promoters: their venality (for when it involves mutilating children by destroying their enthusiasm, the sin against the Holy Ghost—professing dirtword)—and their wish to perpetuate corporatism in the name of democracy. Exams will not work for the public good till their operators' motives, including teachers', are out in the open for discussion.

Education's function as a mode of social control, at present, barely respectable as a subject for academic study, ought to be recognized and discussed openly. While we are silent about it, our addiction to grading, and hence degradation, is incomprehensible. We have to put education's control function at risk if we are to give its other social and individual functions a chance of success.

If every individual were fully educated as a responsible member of a democracy, we should find ourselves living in a different form of society. We all know that future society is going to be different anyway, but we ignore the problem of bringing the changes under responsible control (as we have allowed exams to creep up and take us over).

Educational discussion is vacuous unless it includes ideas about the sort of society we want, and how to avoid the one we look like getting. Do the authoritarians and the privileged (whether they are aware of their motives or not) really want a more numerate and literate society when such a society would inevitably be more democratic and less privileged?

John Kirkham



# Nursery talk - and how to stop it

'Language development' is a major aim of everyone working with young children. But a new study, published next Monday, shows just how difficult it is to get children talking. Jill Pinkerton reviews it.

In the past decade there has been an upsurge of research about pre-school education. But its relevance to teachers is not always apparent. Even when the findings and their implications are relevant, they are not usually communicated directly to teachers.

*Working with Under Fives*, by David Wood, Linnet McMahon and Yvonne Cranstoun, is a welcome exception. From the start, the research was planned with the close involvement of teachers and playgroup leaders, and it was the practitioners who controlled the data that went into the study. The result is an excellent account of what actually happens in pre-school groups. It should help all of us who work with young children to think critically about our own methods.

The research (which formed part of Jerome Bruner's Oxford Pre-School Research Group) looked in particular at

how adults and children talk to each other and play together in nursery schools and playgroups. There is now wide agreement between teachers and researchers that sustained conversation between children and adults—closely tuned to the children's interests and developmental levels—is very important for their intellectual growth. This study, along with other contemporary research, examines how much of this kind of conversation actually takes place in pre-school groups.

Four nursery teachers and 20 playgroup leaders took part in the research. The method they evolved was that the practitioners should make their own half-hour tape recordings of a part of their day they considered "typical". The practitioners decided what bits of the tapes went into the study, and could interpose their comments, either while recording or afterwards. The data col-

lected was by no means objective, but had the strength of actively involving practitioners in the research process.

The recordings were analyzed in a number of ways. The interactions between adults and children were classified according to 26 kinds of things the adults might be doing, such as managing children's activities, giving instructions, or extending children's play. It turned out that there was a high incidence of what the authors called the "rapport" dimension, where the adult simply acknowledges or repeats what the child has said.

Child: "I'm going to play with cars."  
Adult: "Oh, lovely."  
Child: "And I... I'm going to dip my painting."  
Adult: "Super."

Also high up on the list was "management" talk, where the adults are organizing the children.  
Child: "Can I do it too?"

Adult: "Well, you can come along. Would you like to do some more painting?"  
Child: "No, you'll have to go the other way. No, you'll have to go the other way. No, you'll have to go the other way."

Although there was some mention of an intellectually more demanding nature—how things work, why things happen, making predictions and so on. The children's responses were usually brief and closed.

Thus the kind of interaction considered so important for children's cognitive development was missing from these tapes. Nursery might comment that this was a playgroup leaders' have not been quite so similar patterns in the between nursery teachers and playgroup leaders.

Understandably, the teachers and playgroup leaders were disturbed by the discrepancy between their ideals and their actual practice. An explanation may be lack of role models. Children may be obliged to manage their role, fending off demands and lacking time to be closely involved with one individual.

Perhaps a more important limitation of adults. It may help to reduce the supervisory aspect of the teacher's job. For instance, the person take responsibility for management while the others work in greater depth with groups. Can space and equipment be arranged to minimize the need for "smooth" control? These issues need thoughtful attention. But even if it is possible at the time spent on management, the quality of conversations improve?

Holding stimulating conversations with young children is not easy—as the Oxford group points out. The analysis of conversations shows that the adults tended to dominate. Often they asked a series of questions, usually of a testing nature: "What colour is it? What shape is it? and so on. The children's responses were usually brief and closed.

Many practitioners were often surprised and upset when they heard their tapes. They had not realized the extent to which they over-ran the children, not giving them time to think and answer.

Adult: "Where do you think they build their nests?"  
Child: "They build them in trees."  
Adult: "Right at the tops of trees, don't they?"  
Child: "Yes, they build them in..."

Adult: "I've got a story about a sparrow who flew away from his mummy."

The study of children's conversations at home and at nursery school, directed by Maria Tizard, which I was involved in, found the same kind of adult dominance in conversations at school. But at home, the same children took a more active part in the talk.

But not all the practitioners in the study behaved in this dominant way. Some managed to elicit fuller and freer responses from the children. When the study looked at what features of conversation seemed to stimulate a more active contribution from the children, they found that the adults who offered their own personal views and who did not bombard the children with questions.

Child: "There's a zoo in Bristol, isn't it?"  
Adult: "There is a zoo, yes."

"Oh, that's a nice apple. What colour is it?"  
"Red."

"Do you like apples?"

"Yes."

"Where do we get apples from?"

Child: "Have you been to it?"

Adult: "Once a long time ago, when I was a little girl, I went to it."

Child: "Chh..."

Adult: "Do you go to it sometimes when you go to your granny?"

Child: "Yes we might go... Daddy said we can go to the seaside or the... uhh... or the zoo... uhh... when we go there."

The power relation between adult and child seems to be important here. Where the adult behaves like a real person—offering genuine opinions and personal experience—adult and child are more equal contributors; the conversation tends to be more balanced, and the child gets the chance to think and formulate ideas and questions.

It also seemed that those practitioners who knew the children and the locality and who opened up conversations about the children's personal experience were more likely to have balanced discussions than those who were limited to the here-and-now of the play environment. This suggests that practitioners and children might have more fruitful conversation if they shared more experiences together, not simply at the collage or junk shop, but going out together to shops,

parks and local places of interest to build up a shared past and potential future to draw on and discuss.

Having explored the issue of conversation in some depth, Wood, McMahon and Cranstoun go on to examine styles of interacting children in particular tasks. From their observations they are able to suggest a number of practical guidelines for maintaining an interesting egalitarian relationship with children. They also look at the extent to which practitioners play with the children and find considerable variation between different adults.

Finally the authors turn to the question of change. As was mentioned earlier, many of the staff were distressed by their style of conversation. The second phase of the research invited them to make further tapes to see whether they could change this, and although changes did occur they were not necessarily for the better.

The amount of "rapport" comments like "super" declined, and conversations were longer. But several people simply asked more of the kind of questions that elicit limited responses from children. However, three out of the 16 practitioners who made second tapes asked fewer questions and talked more about themselves. Here the children's responses were fuller and included more ideas and questions.

In summary, *Working with Under Fives* is an excellent account of a fascinating piece of research. It is clearly written and brought alive by interspersing extracts from the tapes throughout the text. The authors manage to combine research data with thoughtful discussion and, while they are critical of various aspects of preschool practice, they offer some practical guidelines towards change. *Working with Under Fives* by David Wood, Linnet McMahon and Yvonne Cranstoun. Grant McIntyre, £10.95 hardback and £4.95 paperback. To be published on Monday.

## features Involving parents

The final book to come out of Bruner's Oxford Pre-school research group, *Parents and Pre-school* by Teresa Smith, starts by trying to clarify what people mean when they talk of parent involvement. But the main aim of the research was to find out more about the process of parent involvement in preschools—what parents actually do, what roles they play, what staff and parents' attitudes are to parent involvement. The author studied 15 preschool groups in Oxfordshire (three nursery schools, four nursery classes and eight playgroups), some with low parent involvement and others high. Observations were made of what parents did when at preschool and staff and parents were interviewed.

Servicing activities, such as fundraising, or making and mending equipment, were the most usual form of help, followed by helping with day-to-day sessions. Few parents were involved in management. Playgroups were more likely than other groups to involve parents, but some of the nursery schools and classes had high levels of involvement while some playgroups did not involve parents much at all.

It all makes a valuable contribution to the study of parent involvement, as there are surprisingly few accounts of what actually happens at preschools. However, little time is spent on the numerous issues raised by her findings. The book would undoubtedly have made more lively and interesting reading had this been done.

One issue that weaves through the book is the role of parents in relation to professionals. It is often implied in discussions of parent involvement that parents have something to learn from helping at preschool groups, and indeed many parents in Smith's study said that they got new ideas from doing so. But do we really want parents to behave more like teachers and playgroup supervisors with their children?

Many practitioners are dissatisfied with their own behaviour when they look at themselves in some depth. They spend too much time managing the children and they tend to dominate in conversation. Until we know more about how parents interact with their own children at home it is dangerous to assume that parents can improve their practice as educators by helping at preschool and modelling their behaviour on professionals.

A further issue which received surprisingly little attention is that of management and decision making. Although Smith explored how many parents were involved in management, she did not look in detail at what the role involved. Nor did she enquire how important decisions are made in the groups, such as how the daily routine is established, who decides about the purchase of new equipment, whether staff have meetings to discuss these things and if so, have they considered inviting parents' views?

Finally, there is little discussion of working parents. In Oxfordshire, the proportion of full-time working women is among the lowest in the country and this is therefore not a major consideration for Oxford preschool groups. But it is nevertheless an important issue in many urban areas. If parents cannot give time to help on a rota, how else might they be involved? Most parents would at least like the opportunity to discuss their own child's progress and information about what he is doing and why.

These kind of issues require considerable thought and attention in any discussion of parent involvement and it is a pity that this book tied itself so closely to describing the one study.

*Parents and Pre-school*, by Teresa Smith. Grant McIntyre, £9.95 hardback and £3.95 paperback. To be published on Monday.

Jill Pinkerton

Jill Pinkerton worked at the Thomas Coram Research Unit, and now teaches infants in Islington, London.



"And what did you do, did you play on the beach and dig sand—big holes?"  
"No, Daddy done some, but it was too wet, and it kept fallin' in but... not strong enough... kept fallin' in 'cause it was wet."  
"Oh, I see."  
"We're going on the big wheel and we won't be... it keeps birling and goes up and down. And when you stay up as well as somebody wants to go... uhhm... if somebody wants to get off... we would be at the top."

Jill Pinkerton





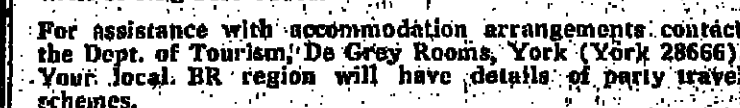
Thus, scholarship restores Sparta to the mainstream of Greek culture and a place where the arts prospered and where Lycurgus, the inspired lawgiver,<sup>1</sup> almost certainly never existed "as a real person"; he is a product of the Greek propensity to explain history in personal terms.<sup>2</sup> But though exploded the popular notion of Sparta will, I suspect, persist and prove, at this late date, wellnigh impossible to disperse,



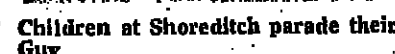
### Frances Farrer on a community celebration

Community artists tend to use a wide range of establishments, and a few of them think they can carry part of that work. They may be individual artists such as painters, involving local people in a communal effort such as a mural; they may be a performance group, public: painting out of doors mixed media, video, murals, all flourished, to an extent because of a widespread feeling we were going to prevent their work, and because they saw collective effort as the movement of the future." "We all wanted to widen our objectives" he says.

**The ideal out-of-season destination**



Mr Ives was trained at the Royal Academy as a painter at a time of experiments in working with the public: painting out of doors, mixed media, video, murals, all flourished, to an extent because "students were seeking new ways to present their work" and because they saw collective effort as the movement of the future. "We all wanted to widen our objectives," he says.



To the general public as well as to members of higher, or more conventional, art scenes, it may seem that this is a lot of fuss over a bonfire party which, though enormous fun, was not all that different from many others. But the question of how the bonfire was built, who stuck the fireworks round it, who lit them, and who watched, may turn out to be very radical indeed to be symptomatic of a revolutionary change in our general attitude to the arts and to their producers.

**Edwin Muir: An Introduction to his Work.** By Roger Knight. Longman £8.50. 582.48901 6. £4.95 582.48906 7.

**An Autobiography.** By Edwin Muir. Hogarth Press £6.50 7012 0307 2.

It may seem strange that a modern writer with a list of books and references enough to warrant a quite hefty bibliography should at this late date, more than 20 years after his death, require a "introduction." And yet so it is. Partly it is because Muir never fitted neatly into any convenient slot. Though Scottish, he was a Orcadian by birth and early on hanging out with the young men of Glasgow, he was both a writer and a Glaswegian bottle-belted and working as a chauffeur, though they brought him to socialism, did not make him part of the Scottish literary revival. Nor did his left-wing views help him much to fit in with the socialist poets of the thirties. He always ploughed his own furrow in a life devoted to art as the one way of growing.

Though one of his critics on the main, clear-headed, and to a point, and at least one of his novel *The Marquise*, is strange and intense enough to bear re-reading, is—as Mr. Knight rightly says through his body of collected poems and his *Autobiography*, he is likely to survive. His *Autobiography*, at least, does seem to main continuously in print and recognized as a modern classic: is not for nothing that Mr. Knight relates the name of Roderick to the title of the *Autobiography* in its opening pages and Wordsworth to the wise and wondering depiction of the growth of a poet's mind. These who do not know Mr. should be swiftly encouraged to read his poems, maintained by Knight's book; few will be disappointed.

**John Russell Taylor**

## Cecily O'Neill on theatre and education

This conference was organized by teachers who took as its starting point the ILEA report on multi-ethnic education of 1977. Its primary aim was to examine the unique contribution which drama might make to multi-ethnic education. The conference was held at the home of Jon Dixon, a drama teacher at Woodberry Down School, with the support of London Drama and the ILEA Drama and Multi-Ethnic Inspectorates, and was strongly task-orientated. Tasks included reviewing existing approaches to drama, identifying supplementary materials and preparing a report which will help ILEA drama teachers to assess the possible contribution of drama in this area. This report should be available from the Drama and Tape Centre, Princeton Street, W.C.1, early next year.

Among the approaches examined during the conference were the

**Kevin Crossley-Holland**

**The Penguin Book of Light Verse.**  
 Edited by Gavin Ewart.  
 Allen Lane £9.50. 7139 1277.

Here, following hard on the heels of *The New Oxford Book of Light Verse* edited by Kingsley Amis, is the second major anthology of light verse in two years.

The definition of light verse (or any area of verse) is a tricky matter, and in his introduction and selection Amls ended up by seeming altogether too tentative and meekly-mouthed—the last qualifications appropriate to an anthology dedicated to light-heartedness, irreverence and technical virtuosity. But on the other hand, is the best flexible and accommodating of hosts, and, in an anthology that is kept as long again as the Oxford book casts his net as widely as possible.

Whereas Amls kicks off with Shakespeare, Swart properly offers an horn d'oeuvre of obscure Anglo-Saxon riddles (I own to the translation of the last one, which is a medieval poetry including Chaucer ("The Miller's Tale" and "The Wife of Bath's Prologue"), Dunbar

The young Musicians' Symphony Orchestra acts as the only seriously professional orchestra in the city, but they have made quite a name for themselves by frequently giving British premieres of works by twentieth-century composers.

Tomorrow at 7.30pm at St John's Smith Square, for instance, their programme of Copland (the Clarinet Concerto) and Tchaikovsky's Symphony No 5 also includes the first performance of the new work by Martinu's Symphony No. 2. On January 19 they will perform Shostakovich's *Hamlet* Suite and, back at St John's on March 28, Elliott Carter's First Symphony.

It won the TES Science Book Award and now it has a treasure hunt. In it persuade even more people to buy Michael Hurd's new edition of *Oxford Junior Companion to Science*. Oxford University Press has invented a quiz competition. Entries must be accompanied by a cutting from the *OJSC*. There are two sets of questions and two sets of prizes (over £450 worth)—one for under 10s and 12 to 16-year-olds. Forms and further information from: Rupert Christiansen, Oxford University Press, 37, Dover Street, London W1P 3PA. Tel: 01-628 8444.

**R. S. Peters reviews G. H. Bantock's new study of curriculum**

Yet while ending with a plea for more historical consciousness in our approach to these problems, he is convinced that this rational, academic type of curriculum is not suitable for our less able children, who constitute 25 per cent of the total population. They are the children who speak Bernstein's

## John Holmes on comparative education

Sections from Michael Sadler  
Studies in World Citizenship. Com-  
piled by J. H. Higginson.  
H. and M. Yorke International  
Publishers, 83-101 The Albany, Old  
Broad Street, Liverpool.

the comparative educationists enthusiastically avow the writings of their most important pioneer, Dr. Michael Sadler. The opinion of his writings, however, by Dr. Higninson shows the range and depth of Sadler's scholarship. Comparative educationists are born as an early critic of culture. In his famous work, "How far can we do anything of practical value in the study of foreign systems of education?" Sadler, in mentioning "things outside the school" even more than the things inside the schools, and govern, and the things outside, made an impression on comparative educationists as Emilio Ciani was to make on the socialists of education.

...concluded that "a national system of education is a living organism and consequently could not be transplanted nor taken successfully without the national spirit which informs it. For this part economists of education have failed to appreciate this, claiming, regardless of circumstances, that investment in education produces quantifiable societal

Sanitarium in the '80s, Edited  
and Varah.  
£6.50. 09 463220 0  
463130

...and telephone calls  
...intending suicides, as in  
...my twinned in the minds of  
...as the notions of  
...hell—and with as little  
...of the reality behind the  
...Barth's new book lifts the  
...to show how the organization  
...plant a seed in his own mind  
...enough of his boyhood  
...reader, see witness to  
...tells how the movement  
...has outgrown its  
...of volunteers has  
...proved evidently caused  
...of terrorism among pro-  
...some of whom

To do him justice Bantock conducts an incisive survey of alternative paucuses before summoning his "folk" to rescue the situation. Rousseau is dealt with as a representative of progressivism. Things are exalted over words; and the child is to be the main agent of his education. In place of an ordered curriculum are substituted the shifting and sporadic demands of daily living. The ideal is self-regulation in a rural community. Bantock, I think, is too kind to

benefits have done more harm than good. To be sure, Sadler, like his American counterpart William Torrey Harris, held that comparative studies could contribute to the formulation of theories with predictive power provided they were used

with discretion. However, to quote again from his Guildford address, he was convinced that "The practical value of studying, in a right spirit and with scholarly accuracy, the working of foreign systems of education is that it enables us to see what is being better fitted to study and to understand our own."

Sadler's articles on English education, on its philosophy and organization, on the training of teachers, on universities, on the beginnings of socialism, and on the case for nationalized education demonstrate how successfully he used his knowledge of Germany—the US, France and India to illustrate how (to take one of his quotations from *The Times Educational Supplement*) "Lying behind our educational perceptions and our conscious struggle towards a new social ideal." His analysis of those features of English education which make it so different from other systems of education in Western Europe is still relevant. It reveals the sources of our strength, weakness and above all our basic traditions. Made understandable, political, circumstance.

Sadler's insights point to the difficulties we would face today if

Dewey's Instrumentalism has affinities with Rousseau's value of Nature, but he added the dimensions of democracy and "shared experiences". He is contemptuous of perfecting an "inner personality" and strives to link the learning experiences of school with those of the home. His educational approach is profoundly anti-traditional; the liberal curriculum is subordinated to socio-political ends. Common social experience is the touchstone. The intrinsic value of different subject matters is denied. The essential choice is how to do with experiences shared by the widest groups.

This advocacy of "commonness" reinforces trivialization and mediocrization. An immediate and attenuated sense of relevance is


(and when) the European Economic Community attempts to harmonize education. In his day and with the rise of nationalism in Nazi Germany, Sadler concluded that a clue to the English conception of national education was that "we take most interest in its human side, or (when we generalize about it) in its humanitarian side."

Perhaps we still do. That may be why we have failed to bring technical and vocational education and training into our pattern of compulsory education and why educationists are reluctant to allow it to be unduly influenced by the specific needs of industry and commerce. It may also explain why we have never attempted seriously to force stubborn minorities into an "all-embracing uniform state education designed to encourage unity of belief and identity of political conviction".

We can still learn much from comparative education. Laymen and educationists should find this selection from Sadler's writings quite fascinating and of contemporary relevance. Comparative educationists are indebted to Harry Higginson for making the wise thoughts of Sadler and his insights as a comparative educationist so readily available in a limited edition which, including as it does some unique illustrations, could well become a collector's piece. It deserves to.

Bantock discusses smartly with modern radical protests. Youngs claims that knowledge is itself problematic and represents some group's distorted image of the world. He is right in saying that the refusal to accept the world as being self-evident is a laudable attitude. But he, who condemns the imposition of middle-class culture on the particularly valid cultures of the working class, is also guilty of inventing a non-existing working-class culture and for trying to protect sections of the community from the charges of vulgarity. Protre, who wishes to substitute dialogue for the vulgar, is also guilty of inventing a vulgar, and his concept of dialogue, is treated more seriously. The similarities of his "praxis" with Dewey's instrumentalism are indicated but he is dismissed rather than being treated as a more descriptive as any traditional theorist.

After a discussion of the impor-




tance of reading, the book ends with a whimper rather than with a bang, while chapters of justice and equity claim that philosophers of education have been mesmerized by the search for one justificatory principle for the curriculum, that they do not realize that principles have to be weighed against each other, and that there are no principles that would seem to me that any of these accusations can be sustained, except perhaps in the case of Barrow's preoccupation with happiness. Transcendental arguments, for instance, establish the plurality of principles, philosophers of equity of equality, liberty and excellence, as for example in the Independent School debate. In discussing moral education they take as much account of Piaget's findings as does Bantock in his plea for the expressive education of the folk. Philosophy is not Bantock's strong suit and any philosopher would be pulled up short by his final pronouncement that there are two sorts of truth: the assessment of things as they are (the truth of content) and the conception of things as they ought to be (the Truth of Beauty).

The strength of Bantock's book lies in its historical perspective and his reassertion of the values associated with history: imitation, traditional procedures, the judicious use of models and authority. These are of perennial significance to any curriculum and Bantock has done a service in reminding us of them at a time when relevance, "pawcia" and autonomy are much more in fashion.

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96 pages  
Hardback 0-418 72450 7 £8.50  
Paperback 0 418 72460 4 £2.76

## Owen Surridge

there is valuable advice for anybody tempted by the snares laid by psychopaths.

Drug dependence is explained, along with the problem of alcoholism, and the types of personality at risk. The special difficulties of the anxious, of adolescents, homosexuals, the sexually inadequate, the middle-aged and the bereaved are discussed, as also are the causes of psychiatric disorder and the treatments available.

The style of the book is coolly informative, sensible, direct and entirely devoid of sensationalism. For teachers, whose pastoral role is gaining greater emphasis, it is a useful guide to the causes of behaviour that they might otherwise easily misunderstand, perhaps even resent, and react to in a fashion more deadly than they intend.



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## resources



# media

## Medium rare

Christopher Griffin-Beale on 'Viewpoint 2'

RTV  
Viewpoint 2 in The English Programme  
Thames  
Wednesdays, November 12-December 3, 11.34-11.57  
Fridays, November 14-December 3, 09.30-09.55

The arrival of a completely new unit of four Viewpoint programmes, under the title Viewpoint 2, within Thames' "English Programme" series, is a major event. It is five years since the original 10-part Viewpoint series received its first—and only—transmission for schools. And of the multitude of television programmes about the media since then, not one has displayed as sharp a focus. Nor has any programme—except the exception of Westward's adult education series *The Television Programme*—displayed as much verve and imaginative energy in using the medium's own techniques.

Viewpoint came under fire for its direct challenge to the IBA Act's requirements on impartiality and for its analysis of media control and ownership. Many teachers, however, who ever their political response to the programme's proclaimed position, recognized how the series' vitality—and its refusal to opt for fence-sitting blandness—had won interest and a response from their classes. Four of the programmes were re-edited, revised and incorporated in Thames' "English Programme" together with television's perennial disinclination for impartiality, a balancing studio discussion.

This new unit of four programmes, *Viewpoint 2*, follows in the same tradition. Directed by Alan Ridd, this series concentrates on how certain social groups and events are represented in the media: young men and women; people of different ethnic backgrounds; workers; and the industrial conflict with their employer; and people who become dependent on the welfare state.

The first programme, for instance, argues that media coverage of young people is obsessed with young men's violence and young girls' sexuality. The second programme illustrates how media material, particularly jokes, reinforces traditional white assumptions about other races.

White Douglas Lowndes spoke direct to teachers, enthusiastically promoting his viewpoint, Professor Stuart Hall, the adviser and presenter of this new series, remains an off-screen narrator whose calm measured delivery is far removed from any media stereotype of a radical polemicist. We hear from a number of the subjects of media coverage themselves, each pro-

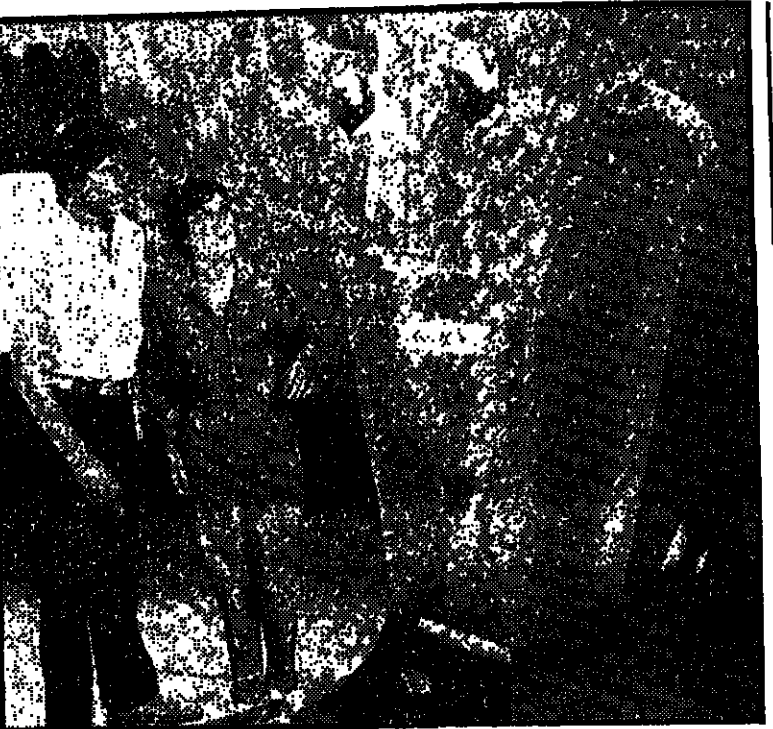
coverage themselves, and each pro-  
of "Viewpoint 2" from various press  
and television executives. The invita-  
tion to disagree and challenge  
these programmes is repeated,  
in Andrew Bell's accompanying  
workbook.

The first two programmes wield  
a crisply edited barrage of still  
images, newspaper headlines,  
snatches of pop songs, strip-car-  
toons, magazine articles and film  
clips to illustrate Hall's argument,  
while clever animations encapsulate  
particular points. In the first pro-  
gramme, some bizarre face-paint  
added to a magazine cover photo  
of Marlon Brando turns her into a  
punkette like Siouxsie or one of  
her bushies, while a further dis-  
solve transforms the face further  
into Debby Harry (Blondie), the  
more acceptable—and traditional—  
face of punk, indicating how some  
of the more threatening sub-cultural  
revolts are muted.

And in the programme on race,  
the animation of white man facing  
black man, with superimpositions of  
the sequence of historical images  
inside their heads, conveyed the  
programme's major argument: that  
in any encounter between black and  
white, the participants' relationship  
is coloured by the participants' very  
different set of historical  
assumptions about the other race,  
and media stereotypes and racist  
jokes ("Only a joke") as the stand-  
ard excuse has little to do with the  
resulting prejudices.

The first programme looks also  
at the media messages directed at  
young people themselves. In pop  
songs, comics and teenage maga-  
zines, the confusions they can breed  
in young people are subtly suggested  
by a dramatized scene of an en-  
counter at the bus stop. Young men  
—imbued with assumptions of male  
machismo—accost a young girl, her  
head filled with notions of romantic  
love and the difficulty of commit-  
ment. The result is that it is the  
boy who reacts sensitively, shuffling  
off near to tears, rebuffed by the  
barrenness of the girl's response.  
It is an ambiguous, understated  
little scene, which could generate  
hours of argument.

But how far is media coverage  
reflecting psychological, political  
and social attitudes that—however  
undesirable—do actually exist?  
There may be a case for trying to  
break out of the "endless circle",  
as it is called in the notes, whereby  
media messages reflect and rein-  
force prejudices, keep them alive  
to be reflected by the media in the  
future. However, the logic of the  
programme's argument leads beyond  
the media's own culpability to the  
deeper roots of the attitudes the  
media is presenting. And while  
*Viewpoint 2* may have advisedly  
avoided the sensitive matters of  
media control, it points towards  
political and social issues outside  
the narrower confines of media  
studies, if teachers and pupils want  
to pursue them.



Spectrum, a new science related programme for eight to eleven-year-olds begins this Friday at 4.45. Above, presenters Mike Sheridan and Linda Kennedy talk with Superbrain.

## Human concerns

Francesca Greenoak reviews 'Starting Science'

ETV  
Starting Science  
ATV  
Thursdays, 11.10-11.25  
Tuesdays, 11.22-11.37

These fourteen thematically based  
programmes aim to introduce  
science to younger children in such  
a way that scientific enquiries "fall  
naturally out of a general study"  
and are not seen as something  
"special and apart from the rest of  
the curriculum".

This turns out to be an over-  
modest objective, for what the  
series also gives us is a sensible and  
convincing model of how to pursue  
these scientific enquiries. The out-  
standing part of each programme  
shows children working in the best  
traditions of scientific method, with  
experimentation, controls and care-  
ful recording.

So far we have seen them test-  
ing strength and stress by design-  
ing and making paper bags with  
different kinds of papers and glues;  
examining pecking and cracking in  
a variety of materials; and encod-  
ing and decoding through drum-  
beats, electric circuits and flagging.  
The technical and human problems  
which the children encounter in  
these sequences are clearly as  
educational as the successes.

With the third in the series, an  
excellent survey of communication,  
the programme seems to have found  
its feet. It makes its points with a  
confidence, pace and clarity some-  
times lacking before, and the two  
likeable presenters handle the show  
with *Tomorrow's World* style and  
flair. The weakest point of each  
programme is a kind of *Cracker-  
jack* sketch, including a poster so

clumsily built in that the point is  
mainly lost.  
Television has never been good  
at this sort of pseudo-science, or,  
generally speaking, with poetry. The  
two poems in this series, though  
well chosen and nicely read, lost  
their meaning in the ephemeral,  
single presentation.

On the whole, however, *Starting  
Science* uses television to good  
effect: presenting a succession of  
images with an impact and authen-  
ticity far beyond classroom  
resources.  
Many of the sequences are with-  
out commentary, and very striking.  
There were impressive robot-  
machine sequences in programme  
three, but the original aims of the  
series were completely realized: to  
show how everyday life is full of  
opportunities for scientific enquiry.  
However, having taken the science  
from everyday life to show that it  
is not something special, should one  
not also consider science within  
everyday life? Scientific objectivity  
and humanity lie perilously close  
in our society.

People suffering from flood and  
earthquake are simply not of the  
same order of catastrophe as the  
planned collapse of a chimney.  
There is marvellous precision in  
the design of robot-machines, yet during  
the welding and paint-spraying film  
I was hearing in my head the des-  
pairing tones of skilled men inter-  
viewed about the manufacture of the  
Mini Metro.

I recommend *Starting Science*  
for its lively approach, but I feel that  
it might at least touch on the issues  
that arise out of the discipline it  
expounds.

## Briefings

Radio and tv

OU and general interest

Multi-Racial Britain Lectures (Mon-  
day, 14.30 BBC2)  
Five talks explore different  
aspects of race relations. Com-  
mentators are Professor John Rex and  
Alan Little, Stuart Hall, Bill  
Parekh and Bishop Trevor Huddleston.

Education Matters (Monday, 14.30  
BBC2)  
Key issues discussed by educa-  
tionists. Richard Hogg  
talks to Adam Hopkins about con-  
tinuing education.  
Whistle Blowers (Tuesday, 15.00  
BBC2)  
An examination of the work of  
investigative journalists in tele-  
vision.

## For schools

A Good Job With Prospects (Wed-  
nesday, 9.00, Friday, 14.35 BBC1)  
Fifteen to 18-year-olds learn  
job opportunities in the fire pro-  
tection business.

Biology (Monday, 9.30 BBC1)  
Why do people behave the way  
they do? How far can the study  
of birds and chimpanzees help us  
understand human behaviour? The  
teen to 16-year-olds consider the  
implications for a commercial  
at the teenage market.

Watch Your Language! (Monday,  
10.05, Thursday, 9.52 ITV)  
"Presenting the News" features  
and story of Victor the pig.  
Twelve to 14-year-olds see how  
this story was treated on the  
Location Britain (Thursday, 10.15  
BBC1)

O level and CSE students love  
to see how Heathrow came to be  
and look at the problems of  
a location for a new airport.  
South-East England.  
Living Through History (Thurs-  
day, 10.15 VHF4)

A dramatized programme pre-  
sents life in a medieval town  
through the eyes of an ordinary  
family. Eleven to 14-year-olds  
find out about apprenticeship  
trades guilds and the town  
council. *German Programme* (Fri-  
day, 10.15 ITV)

Providing material for  
examination oral work, the  
sections of this week's programme  
revolve around the language  
necessary for shopping, and talking  
back (Friday, 10.15 ITV)

What was it like to be a  
slave at the turn of the century?  
A fourteen study archive film  
shows the comments of  
working at the time.  
Listening and Writing (Friday, 10.15  
VHF4)

"Rattus Rex" is an ex-  
cellent story about a race of giant  
rats which terrorizes Victorian  
London. Contains a wide range of  
speech and a presentation to  
14-year-olds. *Science Education* (Fri-  
day, 10.15 VHF4)

Two programmes about  
writing of the Gospels of Mark  
and Luke. 11 to 12 year  
discover why some of the  
Gospels are alike.

## Mini-detention centres?

Andrew Redpath  
Neville Ackroyd

From being once popular and  
promising, special units have  
become the target for sweeping  
and often ill-founded criticism. "San-  
ctuaries" have made way for "sin  
bins", and in spite of the low pupil-  
teacher ratio, special units are  
deemed to provide an inferior edu-  
cation.

It has also been suggested that  
special rights are being granted  
when law schools fill up those  
"sin bins" with the nearest disrup-  
tive in sight of the head's office.

In short, units are no longer seen  
as being places with dedicated  
staff, but mini-detention centres  
where kids are "dumped" in times

of stress and then forgotten about.  
Withdrawal is not regarded as an  
attempt to tackle the pupils' prob-  
lem, but an easy answer to the  
school's failure to accommodate  
him/her in normal lessons.

Our unit was set up in early 1977  
with generous financial assistance  
from the Urban Aid Programme  
and the L.E.A. Purpose-built and  
sited within the school grounds, it  
is a separate building with easy  
access to main school facilities. Hav-  
ing had considerable experience of  
teaching difficult children of  
secondary age, we were both  
appointed specifically to establish  
and staff the unit from its inception.

The accommodation comprises  
one general classroom, an art/craft  
workshop, kitchen/dining area, and  
a staff office. We are able to offer a  
broad curriculum, ranging from art  
and craft through to maths, English  
and social studies often up to  
examination level. Teachers from  
the main school have provided  
teach subjects not normally avail-  
able.

The number of pupils on roll

varies, but it is usually no more  
than 16 at any one time. Half  
attend school on a part-time basis.  
Of those who are full-time on the  
unit's register most are confirmed  
truants. Although they have no  
wish to rejoin the main school, often  
their attendance has improved  
remarkably since transfer to the  
unit.

The long-term stay pupil is the  
exception rather than the rule.  
There is a deliberate avoidance of  
the "sin bin" principle—pupils in  
the fifth year are rarely considered,  
and those awaiting transfer are  
only a small proportion of our total  
number.

In each case of referral to the  
unit, there is discussion between  
pastoral staff, the head, parents,  
and unit staff before a final deci-  
sion is made. Parents are always  
consulted, and cooperation and in-  
volvement invited. Unfortunately,  
not all parents are sufficiently inter-  
ested in their child's progress to  
make contact and consultation  
meaningful.

On the pupil is in the unit, a  
weekly report (with daily record  
of performance) is sent home to



As pupils are fed back to school, academic progress and behaviour are carefully monitored.

Our policies have been arrived at  
by discussion and consultation  
between us, the head, deputies and  
pastoral staff of the school, in the  
light of three and a half years' experience. There have been unsuit-

able referrals and conflicting  
interests; however, we can confi-  
dently state that our unit is a far  
cry from a "sin bin".

If the unit did not exist it would  
probably mean that these pupils  
benefiting from its provision would  
be spending time sent out of  
lessons, suffer repeated suspensions,  
or possibly face exclusion. It would  
be fanciful to imagine that abandon-  
ing special unit provision could in  
some way eliminate the problem of  
disruptive behaviour in schools, or  
that school would necessarily pro-  
vide an effective alternative strategy  
for accommodating pupils present-  
ing behavioural problems.

There are units other than ours  
demonstrating that with  
thoughtful planning and organiza-  
tion, and the careful selection of  
pupils, special units can play their  
part in helping both truant and dis-  
ruptive pupils at a time when few  
other options seem open.

Andrew Redpath and Neville Ackroyd  
teach in the Special Studies Unit,  
Wilkeson Hill School, London  
North of Brent.

## Bright behaviour

Trevor Kerry

The DES Teacher Education Project  
in the universities of Nottingham,  
Exeter and Leicester has been look-  
ing at ways in which young teachers  
can be helped to cope more effec-  
tively with class management and  
discipline problems. Part of this  
work involved an investigation into  
how, when and why bright pupils  
misbehave in class.

We mailed a questionnaire to 138  
primary and secondary teachers, and  
received exactly 100 responses. The  
questionnaire was designed to dis-  
cover whether bright pupils misbe-  
haved more or less than other  
pupils; the kinds of management  
incidents teachers had experienced  
with bright pupils; the characteris-  
tics of these incidents which marked  
them out as the work of bright  
pupils; and the advice which ex-  
perienced teachers would give to  
young teachers and probationers to  
help them handle this group of  
children.

Most teachers (62 per cent) found  
bright pupils less disruptive than  
others, and only 11 per cent found  
them more disruptive. In fact, less  
than half (46 per cent) of our  
respondents could remember a  
specific disruptive incident of a  
management or behavioural nature  
brought about by a bright pupil.

The incidents recorded could be  
grouped into about six main kinds.  
Commonest was the sort which  
involved lack of interest in work  
which the pupil saw as "too easy"  
or "boring". These incidents were  
evidenced in apparent laziness by a  
child, failure to settle down to a  
task, or, in extreme cases, by a direct  
challenge to the teacher. "Do we  
have to read this boring book,  
Miss?"

Next in frequency was the situa-

tion where a single bright pupil  
tended to take over a class by domi-  
nating teacher time through genuine  
interest in the subject, or by chal-  
lenging the correctness of work  
done by the teacher or other pupils.  
Symptomatic of this problem were  
bright pupils who were described as  
talking too much or becoming  
classroom bores.

Four other problems were each  
noted by four respondents. Bright  
pupils finish work quickly. From  
a teacher's point of view this may  
be a management issue (the child  
is now unoccupied) even though it  
shows the virtue of keenness.  
But bright pupils who are keen  
may be attracted by peers or even  
adults; younger ones may throw  
temper tantrums when they feel  
themselves unjustly penalized or  
unable to get work right. Bright  
youngsters, like others, will indulge  
in horseplay from time to time.  
Some peripheral incidents men-  
tioned included mimicking the  
teacher, making "clever" or  
precocious comments, shouting out  
answers, truancy, telling lies and  
attention-seeking.

One might expect bright pupils  
to be more inventive in disruption  
than others, and part of the ques-  
tionnaire was designed to establish  
whether this was so. Though in  
general teachers felt that bright  
pupils did not use their creative  
talents in this way, our respondents  
did note one or two events of this  
kind.

Of these, the case of the ex-  
perienced English teacher who  
passed a whole lesson somewhat  
distracted from her teaching pur-  
pose is typical. She "knew" in-  
stinctively that something was  
wrong, but couldn't discover any  
disruptive behaviour or poor work.  
After half an hour the penny sud-  
denly dropped: four bright girls  
who sat together near the front all  
normally wore glasses. Today, too,  
they were wearing glasses—each  
other's!

Experienced teachers were full of  
good advice on how to handle  
bright pupils in order to avoid

any classroom difficulties with  
them. This advice was diverse,  
though not contradictory. On one  
thing there was widespread agree-  
ment: that teachers should pre-  
pare to encourage the pupil's poten-  
tial, admit their own mistakes and  
weakness, treat the pupils as equals,  
respect their abilities, keep them  
integrated and free of peer-group  
social pressures, and give them in-  
dividual help to sustain their  
interest.

Also important are the needs to  
insist on quality of work rather  
than quantity, to have standards and  
keep them, to have a versatile  
approach to teaching method, to  
teach the bright not just leave them  
to get on, to encourage them in  
study skills and independent learn-  
ing, to challenge them and hold  
conversations with them.

Much of the advice given by  
teachers would be sound in any  
classroom, regardless of whether  
bright pupils were present. In  
improving teaching skills to cope  
with the exceptional child, bright  
or slow, the individual is likely to  
become a better teacher of all  
pupils.

The brief of the Teacher Educa-  
tion Project is to innovate materials  
and methods for pre-service and in-  
service training; and discoveries  
from this and some two dozen other  
inquiries are being incorporated  
into a series of self-instructional  
manuals of teaching skills, data  
are available from the Project at  
Nottingham University School of  
Education.

Trevor Kerry was co-ordinator of  
the Teacher Education Project  
1976-1980. He is now Principal  
Lecturer for Research Development,  
Charlton Mason College, Cambrid-

Leicester's Plan schools. Even  
in the difficult years of transition,  
the sixth form colleges have proved  
overwhelmingly successful, attract-  
ing high proportions of young  
people of all abilities, finding satis-  
factory job placements for "new  
sixth formers", and (using more  
conventional criteria) maintaining  
Oxbridge entrances for "high-  
flyers", university places for for-  
mer secondary modern pupils, and  
good examination results generally.

Regrettably, the local authority's  
grudging response—in the teeth of  
falling rates, in the shadow of the  
McPhee report, in spite of all  
local evidence—is deliberately to  
restrict numbers in sixth form col-  
leges, to create more all-through  
schools, and to boost numbers in  
their small sixth forms by with-  
drawing GCE options in colleges of  
further education.

The melt of the "attached" sixth  
form, though plainly shattered  
among young people, is still strong  
upon this older generation.

Dorothy Davis is a member of the  
Leicestershire education committee.

## Exhibition

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## Mr and Mrs Average and family

Anthony Grees discusses 'The John Smith Show'

CONTINUING EDUCATION  
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Tuesdays, 7.00 pm

The John Smith Show is not only  
fine TV, but also good television.  
About three million people watched  
programme one; which must make  
it about the first TV series to go  
out at peak time and gain the sort  
of audience normally associated  
with lighter matters.

The John Smith Show is about  
us. The idea is to create an identi-  
fiable picture of the average British  
family, or families—four variations  
are portrayed in the show. They  
were chosen from the 30,000 people  
called John Smith in the United  
Kingdom (as were the studio  
audience) and, although this  
might seem like a gimmick, it is the  
sort of innovation that encourages  
the best viewer.

Producer Mary McNally claims  
her series is meant mainly to satisfy

the "nosey parker" in us, and that  
what we make of the information  
is up to us. In fact, she is creating  
an accurate social record, backing  
up what we see with the reasons for  
it.

For unlike that other nosey  
parker's show, *The Family*, which  
BBC 1 screened some years ago, we  
are given the statistical proof that  
what the four families represent is  
a true picture of our own lives.  
In programme one, we meet the  
families and learn that all of them  
have two children. This might not  
seem remarkable, yet less than 100  
years ago the average family had six  
children. Then we learn about the  
jobs they do.

It is revealing to see that  
apart from the wife of the  
richest Smith (a company solicitor),  
all the Mrs Smiths go out to work.  
This corresponds to the national  
picture, where three out of four  
women now work (a great increase  
over the past two decades) and they  
work for money rather than enjoy-  
ment.

Programme two discusses what the

Smiths earn and what they do with  
their money. It is informative  
despite the disparity in income  
(from £6,000 to £30,000) when the  
Smiths do, and indeed what they  
would like to do, with their money  
is more or less the same for all  
of them.

Though the interviewers tend  
to overstate the statistics, it is  
entertaining, and it is easy to  
see how this series could be a  
useful teaching resource for  
study of British politics or social  
science. Questions relating to the  
conflict in the House of  
Commons, or the council house, or  
the spring from this material.

A booklet called "John  
Smith's Kingdom" accompanies the  
show, and it is not only a  
world map, but a lively viewing  
medium. It is a pleasure to see  
the world map of people are  
leaving from it.

## Sixth-form comparisons

Dorothy Davis

Arguments are put for every  
kind of school having its  
own sixth form, however small, and  
the local geography. On  
the other hand, a break for every  
school, followed by either day  
or boarding college, is a novelty  
for the sixth form colleges.

The colleges are overwhelmed  
with applicants, but the sixth forms  
struggle to maintain their  
attraction among the choices from  
11 to 16 schools.

The total age group at 16 reached  
its peak in Leicester this year. The  
numbers transferring from 11 to 16  
schools into all types of sixth form  
has doubled in five years (537 to  
1,074), but among these the num-  
bers entering 11 to 16 sixth forms  
has actually fallen (119 to 89). This  
has been the case in all other

places: A and O levels and non-  
examination general education.  
None has formal entry qualifica-  
tions. All are easily accessible. The  
main difference is, of course, the  
more adult atmosphere and wider  
range of subjects in the colleges.

The first remarkable effect of  
offering open access, and non-  
examination courses is that the per-  
centage of 16-year-olds staying on  
has doubled in five years from 17  
per cent to 34 per cent. Equally  
remarkable is that, given the choice,  
students have voted with their feet  
for the sixth form colleges.

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## overseas Chris Mosey on the future of the upper secondaries Changes are on the way, but range of studies will stay under one roof

A question mark hangs over the future of Sweden's integrated upper secondary school. A government commission has been reviewing this area since 1976 and when it reports back, in an estimated one to three years' time, it could recommend considerable changes.

But according to Mrs Britt Wilson-Lohse of the National Board of Education there is unlikely to be any alteration in the basic thinking behind the establishment of the integrated upper secondary school in 1971.

This aimed at greater equality of opportunity for pupils, and in spite of the fact that Sweden has since then ceased to be governed by the Social Democrats, equality remains a major object of the exercise.

Until 1971 Sweden had three separate forms of upper secondary schooling: *gymnasium*, continuation school and vocational school. These were amalgamated into one integrated upper secondary school. Some 75 per cent of children leaving the compulsory comprehensive school at 16 go on to attend upper secondary schools, which exist in 125 municipalities.

However with youth unemployment rising and with the scrapping earlier this year of local authority subsidised jobs for school-leavers, this figure is expected to rise.

"We also have a population bulge at the moment among the 14-16 age group," Mrs Wilson-Lohse said. "This could lead to problems."

Studies can take from two to four years, depending on the line of study chosen. The arts, social science, economics and natural science lines take three years. The technical lines take four years, although it is possible to obtain a leaving certificate after only three years.

Completion of three years' upper secondary schooling is a general qualification for university and college studies, subject to the attainment of a certain minimum average mark.

Other lines of study take two years. A leaving certificate from a two-year social, technical and economics line can qualify a student to apply for teacher training, schools of journalism and computer technique courses.

About 15 upper secondary schools are more specifically vocational. Apart from them there are various kinds of special vocational courses and more advanced special courses.

Pupils choosing a two-year vocational line are first given a broad basic education. Specialization is introduced gradually.

A legacy from Sweden's 44 years of unbroken Social Democrat rule is that the upper secondary school is directed to strive for greater contact with working life.

"There were slogans like 'break down the walls of school'. But contact with working life is better in some areas than in others," Mrs Wilson-Lohse said.

Another legacy at this attitude, rooted in Social Democrat thinking on education, is the rule that teachers should be able to work for two weeks in industry so that they will better understand the demands of working life, although the take-up of this opportunity has been disappointing. Only a couple of hundred teachers a year use such grants to do this.

However an increasing problem is the over-growing number of pupils with part-time jobs. "There is a lot of pressure on teenagers today to consume records, holidays abroad, clothes etc. Sometimes they will take quite demanding work in the evenings and obviously their schoolwork suffers as a result," Mrs Wilson-Lohse said.

"Swedish schools are very free. This is a positive thing but it is also demanding on the teachers. The pupils, not all pupils will accept that responsibility and have the problems with teachers."

With immigrant children who are used to very authoritarian schools. When they encounter our freedom they don't know how to deal with it."

The average number of pupils per school is 800-900 but some schools have more than 1,000, others less than 500.

"We have all become much more conscious lately of the need to cut spending. We can no longer afford to be so generous with books and equipment as we were during the 1960s, but I hope we will not allow the human side of education to diminish too much in favour of plainly practical education," Mrs Wilson-Lohse said.

One cost-cutting move that could come to pass is the possible merging of the adult *gymnasium* with the ordinary upper secondary school. The adult *gymnasium* caters primarily for adults who were unable to receive a *gymnasium* education in their youth.

"There is a possibility that in future we would mix adults and teenagers together. There are arguments in favour of this anyway and nowadays, with the need to save money, it has become very topical because it has become an economy measure," Mrs Wilson-Lohse said.

For the time being the general aims of the upper secondary

## Sweden's education system

PRE-SCHOOLING is the responsibility of health and social services departments. Children have a right to one year in nursery school before entering primary school. Younger children are offered places if they are available. Day care centres and play-groups are available in places.

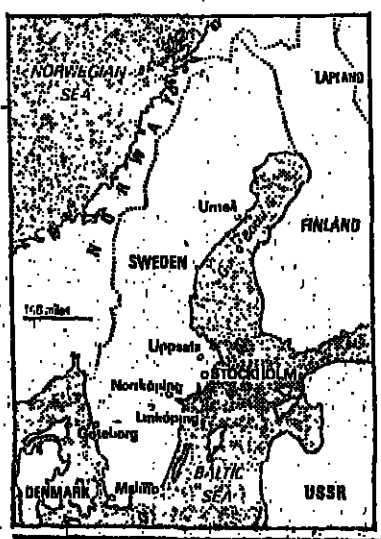
COMPREHENSIVE SCHOOL (*grundskola*) takes children at seven, for nine years of compulsory schooling. Schools are unified, but divided into junior (grades 1-3), middle (grades 4-5), and senior (grades 6-9). The official curriculum lays down goals, guidelines and recommendations.

Immigrant children have a right to tuition in their native language. The school year is divided into spring and autumn terms, and is about 18 weeks long.

UPPER SECONDARY SCHOOL (*gymnasium*) is an integrated post-compulsory school for 16-19 year-olds. It offers two, three and four-year lines of study, plus all kinds of education for specific vocational preparation to pre-university studies.

HIGHER EDUCATION (*högskola*) is a unified system of higher education which offers a full range of post-secondary education. Undergraduate studies are divided into five main groups and study programmes take between one and two and-a-half years. Short courses are also available. Work experience counts as a student admission point. Doctoral studies normally take four years.

MUNICIPAL HIGHER EDUCATION involves post-secondary education in a wide range of fields. The popularity of adult education has grown steadily in the wake of legislation which has given workers greater opportunity for courses offered by government-subsidised study circles affiliated to unions, political party and church organisations. Folk high schools offer a distinctive Scandinavian system of full-time adult education.



The British Library is the national library for the United Kingdom. Its Research and Development Department's reports cover librarianship and information science.

Two recent reports are

5467 'Educating library users in secondary schools' and

5511 'The need to know: teaching the importance of information to schoolchildren'.

Each report costs £6.00 until 31 December, 1980, and thereafter £7.50.

Details of these reports, and a free catalogue of all reports, are available from Publications Section, British Library Lending Division, Boston Spa, Wetherby, West Yorkshire LS23 7BQ, United Kingdom.

## Quantity, but what about the quality?

Doubts and uncertainties are widely voiced about the radical reform of higher education. Now adjustments are being made. By Hilary Wilce

The sequence of mammoth convulsions by which Sweden has reformed its education system only reached higher education in 1977.

Although many of the dramatic changes brought in the wake of the 1970s of deliberation, the system has barely had time to settle into place.

But doubts and uncertainties about the reform are expressed in many quarters and it seems that more time will be needed to make it work as well as Sweden's other educational innovations.

The changes were basic and far-reaching. Until recently Swedish higher education was small and highly traditional—in 1950 the total number of students was only about 15,000.

Explosive expansion in the 1950s and 1960s, coupled with revolutionary changes in the school system, led to a major reorganization which aimed at promoting equality, and creating a system able to adapt and renew itself according to changing conditions.

Admissions, which had been widening gradually, were opened up to allow access to various groups of students: those with two or three years of upper secondary schooling; those with a folk high school (adult education college) qualification; and most importantly, those over 25 with four or more years of work experience.

Basic competency in Swedish and English, plus specific requirements for individual courses, were the academic requirements.

Undergraduate studies were organized into five vocational sections: technical, administrative, economic, social welfare; medical-paramedical; teaching; and cultural-informational.

Their growing frustration, along with fears that the new admissions rules might favour the dabblers and

These are established by Parliament, which each year decides the balance of places according to national needs. Course content is the responsibility of the National Board of Universities and Colleges, higher education's central administrative body, while local, individual and short courses are organized at the local level.

The six universities and various colleges in Sweden were brought together into a unified system encompassing most kinds of post-secondary education from vocational training to postgraduate research.

Six regional boards oversee this all-in system, allocating funds for short and special courses and supervising the geographical spread of resources within their regions.

The regional boards, like the university and faculty boards, all have members representing outside interests such as trade unions and employers, and provide a means of involving them closely in the running of higher education.

These changes were designed to decentralize decision-making, make higher education more responsive to the needs of the labour market and link it more closely with society outside its walls.

Widened admissions were intended to promote equality by offering opportunities to new sections of society (as late as 1970, nearly two-thirds of 30-35-year-olds had no post-secondary education).

It is obviously too soon to say if such aims are going to be achieved, although some changes are already apparent. The average age of students has jumped dramatically. In 1964, 10 per cent of students were older than 25; by 1974 the figure was 55 per cent. However, the hoped-for equality of access seems elusive, and 80 per cent of students still come from the most favoured 5 per cent of the population.

Inevitably, when admissions were widened there was a rush to take up opportunities to study, and well-qualified school leavers have found it increasingly difficult to get university places.

Mr Jan-Erik Wikström, Minister of Education, refutes charges of anti-intellectualism.



Jan-Erik Wikström Minister of Education, refutes charges of anti-intellectualism.

part-time browsers, have led to the quota for school leaver admissions being raised from 20 to 30 per cent.

Chancellor Carl-Gustaf Andrén, the new head of the National Board of Universities and Colleges, says that getting the admissions policy right is a major headache. "We are on the way, but it is still very difficult."

Another worry of his is that the present organization of undergraduate study lines encourages students to hop from subject to subject, rather than to study one subject in depth—with poor consequences for the state of Swedish research.

Privately some Swedish academics voice serious worries about the quality of higher education and the OECD examiners summed up a number of anxieties they had about the state of teaching and research by pointing out that educational reforms in Sweden tend to be based on a projection of desired social outcomes of equality and of renewal which derive from what is felt to be desired by the whole society. What is lacking is any associated analysis of the conditions which make for

## overseas

good teaching, learning, research and scholarship."

The examiners also expressed worries that the drive to involve all sectors of Swedish society in high education decision-making, by the elaborate hierarchy of boards, may have been at the expense of the wisdom of those who know the field best. "Has the consent of the trade union movement been thought more important than the consent of those whose own motivation is essential to the improvement, and self-renewal, of education?"

One very uneasy part of the reformed administration is the system of regional boards, which were created as a political compromise between those who wanted outside groups very closely involved in higher education affairs, and those who didn't, and subsequently seem to have pleased no one. "All the universities believe the regional boards are obsolete," according to Professor Hans Meijer, rector of Linköping University, although the Minister of Education, Mr Jan-Erik Wikström, defends them as necessary intermediary bodies. "Someone has to speak for the small universities and colleges."

Mr Wikström refutes charges of falling standards and anti-intellectualism. Such allegations, he says, throughout the developed world, he says, pointing out that the vast expansion of higher education must mean wider intakes and new kinds of learning.

However, as he prepares to axe 150m kroner (£15m) from his 5,000m kroner (£500m) higher education budget this year—a cut of about three per cent and anticipates similar cuts for the following few years, he says research will remain untouched. What will be trimmed, instead, are undergraduate courses and course places.

Spending cuts are a novelty in Swedish education, and planners are bleak about the prospect of taking the knife to a system which has until now been buoyed up with optimism and expansion. The "problem" is a lack of money, Chancellor Andrén says. "And my greatest problem is to preserve enthusiasm and to help people to see a way through the difficult years."

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## More than one in four is learning something, somewhere. Chris Mosey reports Study leave encourages adults to become pupils

More than a quarter of the adult population of Sweden is studying something or other in its spare time.

The 1,200,000 people concerned are involved in an amazing variety of activities ranging from serious studies to improve their qualifications and job chances, to picking up a smattering of Greek for a charter holiday, to—at the outer limits—courses on how to be more efficient dustman and how to succeed as a traffic warden.

The popularity of adult education has grown steadily in the wake of legislation which has given workers greater opportunity for courses offered by government-subsidised study circles affiliated to unions, political party and church organisations. Folk high schools offer a distinctive Scandinavian system of full-time adult education.

In trouble with a proposal to cut government support by 130m kroner (£13m). Quite what this will mean has not yet been worked out in detail.

The Government's savings package is to be voted on later this session. Despite fierce attacks by the socialist Opposition, there is little doubt it will be passed by Parliament.

Adult education students in the Stockholm area have held a meeting to protest against the cuts. Even a shortage of funds in the municipalities has led to study assistance grants being refused to many would-be adult students and the capital has been particularly badly hit in this respect.

After witnessing a steady widening of adult education, it is difficult for Swedes to accept the limits now imposed.

None the less, a lot of money is still being spent on this sector.

The study circles in 1980-81 will receive 848m kroner (£84m) in state subsidies.

The adult education associations that run these are linked to the union movement, church federations, the temperance movement, and various political parties. Each association has one, or several, affiliated study circles.

Each autumn, Swedish textbooks are examined with leaflets advertising courses by this baffling roster

of associations. There are a total of 289,000 study circles with 2.7m participants in the various courses. These are oriented mainly towards leisure time activities like art, appreciation, beekeeping, and home psychology courses such as understanding teenagers and how to adapt to life as a pensioner. During the run-up to the national referendum on nuclear energy in March there were crash courses on atomic power.

Nearly all courses are held in the evenings and they all cost money (except for Swedish for immigrants). A Cambridge University English course, for example, costs 435 kroner (£43) a term.

Municipal adult education follows the curriculum for the senior level of elementary school and for upper-secondary school.

One of the pupils aims to educate adults who left school at an early age or were unable to take advantage of higher education before the school-leaving age was raised from 14 to 16 in 1950, and before reforms were introduced to encourage young people to stay on at school.

About 155,000 adults are studying via this system, 40,000 of these are taking elementary school courses and 65,000 general upper secondary school courses, while 60,000 are taking vocational courses.

There are also some 8,000-9,000 on special courses for the unemployed.

Mr Lars-Erik Nilsson estimates

teaching costs at "more than 500m kroner (£50m)—very cheap" compared with other forms of education.

State subsidies in 1980-81 will be 558m kroner (£56m). This does not include money paid in study assistance grants.

Tuition is free and in some municipalities textbooks are also provided free.

The residential adult colleges, or folk high schools, are the third main form of adult education in Sweden and are also the oldest. They are specifically Scandinavian: a type of boarding school owned either by county and local councils or by trade unions, churches, temperance societies and other non-profit making organisations.

They set their own curriculums but are subject to inspection by the National Board of Education, and cater for 15,000 students on two- or three-year courses, and 200,000 on shorter courses, which can cover such extremes as weaving and understanding modern Swedish job security legislation.

In 1980-81 the folk high schools will receive 321m kroner (£32m). The trend is adult education in the future would seem to be an increasing emphasis on vocational courses. In a survey carried out a few years ago most Swedes said they wanted adult education that would help them get better jobs.

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## overseas

### Typewriting for all: the right route for the future?

by Hilary Wilce

Decades spent constructing and consolidating the Swedish comprehensive school system have meant that, until recently, relatively little energy has been left over for looking at what actually goes on in the classroom.

This is now widely acknowledged, and two of what promise to be Sweden's last major educational reforms are directly concerned with changes in this area.

Teacher training is to be restructured (see page 30), and a new comprehensive school curriculum is to be introduced by 1982.

Goals and guidelines for the new curriculum were issued earlier this year, and the Government is settling aside about 250m kroner (£25m) a year to implement it.

The reform stems from a growing sense that all is not well in the schools. Large numbers of pupils seem bored by their studies, and drop-out rates are higher than is thought desirable.

Vandalism and violence are on the increase. Sex roles and social background continue to exert an iron grip on pupils' choices and attainments, and school is thought to be too isolated from the wider society. The new curriculum attempts to tackle all these problems, not least by introducing a much greater element of individual study. Older pupils will spend a third of their time on optional courses, free activities and in-depth studies.

But the new guidelines stress the need for basic knowledge, and funds

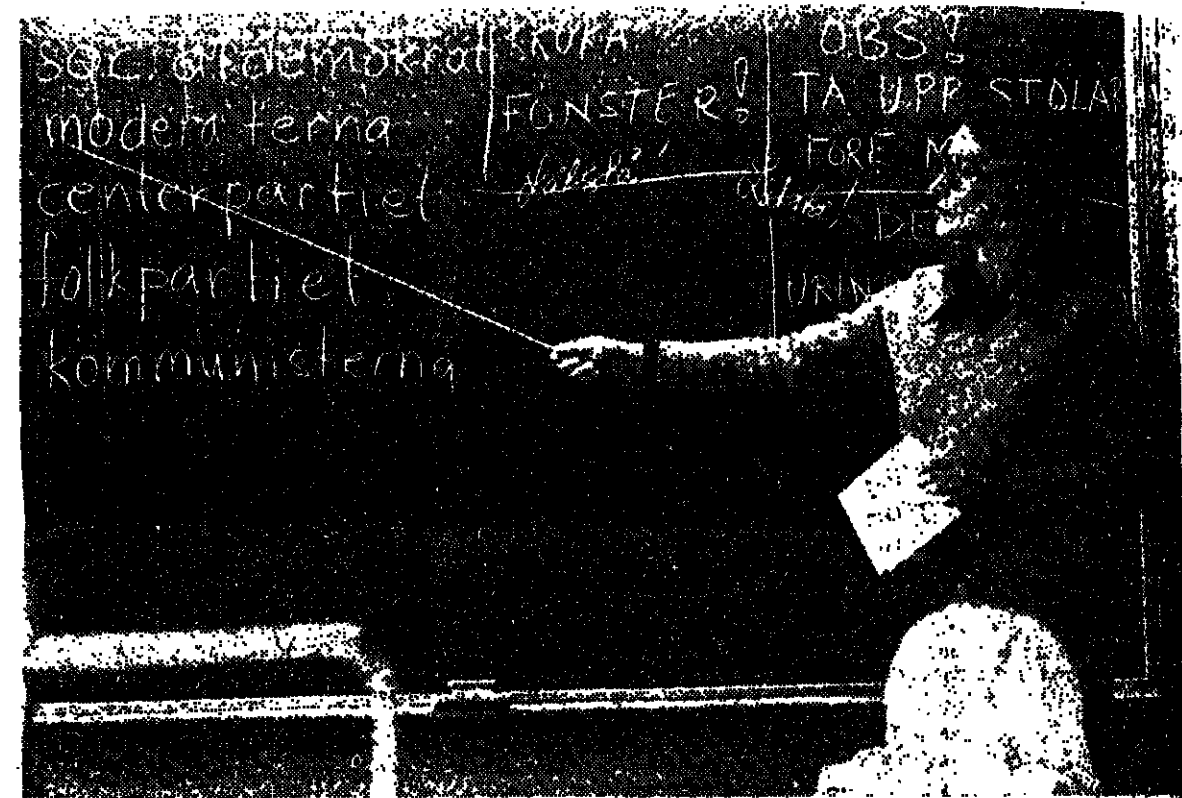
are set aside for the introduction of small group remedial teaching, to ensure all pupils leave school with the necessary basics.

Other new teaching techniques are emphasized. "A more practical and exploratory" approach is called for, with a greater mixture of theory and practice. Team teaching and pupil-directed learning are to be encouraged, and vocational experience is to go up to 10 weeks per pupil (see page 13).

Equality continues to be considered a major goal. Under the new guidelines, all pupils will have an equal chance to go on to upper secondary school, no matter what his choice or level of subject. Sex roles come under more determined attack: all younger pupils will learn home management, typing, technology and child care, and vocational experience is to be arranged with a view to breaking down sex stereotypes.

At present the lengthy task of writing subject handbooks to these back bones is under way. Prepared by the Swedish National Board of Education, they have to be approved by the Education Ministry. As a result, public squabbles have broken out between Sweden's two powerful women of education, Schools Minister Britt Mogård, and National Education Board director general Birgitta Ullhammar.

The Minister recently sent the commentary on Swedish back, saying it was too lengthy and abstruse. "We would like to see things



All is not well in Swedish schools—but the problem is how to reach the individual.

written in such a way that parents in Sweden, representing 36,000, would understand them," she told *The TES*.

Ms. Ullhammar, in her office on the far side of Stockholm, responded briskly that although the Minister thought the study plans "should be short, to be used by people unqualified to use them, here we think that if we make them short they do not necessarily fully reflect the intentions."

But quarrels tend to be only about details, and there is wide support for the fundamental direction.

The National Union of Teachers in Sweden, representing 36,000, mainly secondary level teachers, calls it a step in the right direction.

"The union approves the weight given to cognitive development, and the increased choice offered to pupils. Under the past two curricula, the politicians and the school authorities thought you had some sort of social aim for the school, separate from the cognitive function. More weight was given to the social aim, and the cognitive function was thought to be not so important," Mr. Nils Hultqvist, the union's head of research, said.

"The truth is, if a pupil goes through school with poor knowledge, then he has a social handicap."

Mr. Claes-Göran Widlund, a comprehensive school head in southern Stockholm, also has doubts about how well the new curriculum will work out in practice, pointing out it does not tackle his most serious problem: "getting the right people for the job."

In similar vein, the Swedish Union of Teachers, which represents 70,000 primary teachers, points out that their main immediate worries lie in another direction.

These include "the way pupils join the school system in the first place."

Pre-schooling in Sweden is sketchy, and in the hands of the social services. There is a large gap between the training of nursery teachers and school teachers, and children going to school at seven have to make a terrific adjustment to a completely new routine.

As a result this job of teachers taking the entry class is demanding and demanding. Many say they simply get the children at too late an age to make much progress with them.

In this area they have the great sympathy of Ms. Ullhammar, whose board is exploring new means of cooperation with the preschool (social services) authorities. "It is obvious we have to find new ways of taking on a new child," she agreed.

But at all ages, schools are fighting a losing war with disruptive outside influences, she feels. Television and the break-up of traditional families have a greater influence than the school system. "Personally, I do not feel that children get enough care any more. I know there are classrooms where up to 70 per cent of the children have parents who are divorced. Perhaps they don't get the right food, or the love and warmth they need. It is hard for them to then turn their minds to education."

Recent Swedish research has pointed out the importance of the local community in education, and the new curriculum acknowledges this, with the new powers in towns, on local and school authorities, and the awareness of the demands of individual needs.

But the planned new freedoms are to be exercised within detailed

limits outlined by the central authorities, and the need for individual study programmes are still set against the determined aim to pursue equality of all kinds.

As OECD examiners say in their forthcoming report: "Educational reform has been achieved by creating new organization structures and then by adopting quite prescriptive statements about what should go into the curriculum. In the early 1980s it was to be English as a second language. Now at the later stages of the comprehensive school, it is to be typewriting for every body."

As a result of such methods, teachers have been frightened to adopt new and imaginative methods of teaching: schools have proved timid about stepping outside the limits prescribed for them.

The problem Sweden now faces is that it is quite simply impossible to lay down rigid guidelines about flexibility, or to write out a ready plan for maximizing potential. The problems have been clearly defined, but radical new approaches are needed to tackle their root causes.

School to work in Sweden, page 13

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Head Teacher: Miss B. D. Bradley

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### Headships

**SURREY COUNTY COUNCIL**  
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Telephone: 0430 211111.  
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### Scale 2 Post

#### Burleigh Secondary School

Burleigh Lane, Plymouth PL3 5PP (Roll: 500)  
SCALE 2—MUSIC  
Required January, 1981, to take charge of music. A temporary appointment may be made. Application form and further details from the Head Teacher, please quote reference number ES 14/11 when making your application.  
Closing date: 28th November, 1980.

### Secondary Scale 1 Post

**Southway School**  
Rockfield Avenue, Southway, Plymouth PL6 6DY (Roll: 1,700)  
SCALE 1 (TEMPORARY)—BOYS' PHYSICAL EDUCATION  
For January, 1981, until July, 1981, to teach P.E. and Games including being in charge of rugby, athletics. An interest in taking over school's Ten Tors team an advantage. Possibility of post becoming permanent. Application form and further details from the Headmaster, please quote reference number ES 14/11 when making your application.  
Closing date: 21st November, 1980.

## DEVON

### PRIMARY

#### Headships

**GROUP 6 High Lane Primary School**  
Admiral Lane, Off Buxton Road, High Lane, Exeter.  
QUOTE REF. 1697TES

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Grange Road, Glastonbury, Somerset.  
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Application forms and further particulars obtainable from the Director of Education, Town Hall, Stockport, quoting reference, by 28th November, 1980.

#### Deputy Headship

**GROUP 5+6PA Brindale Primary School**  
Brindale Road, Brinnington, Stockport.  
QUOTE REF. 1697TES

Application forms and further particulars obtainable from the Director of Education, Town Hall, Stockport, quoting reference, by 28th November, 1980.

**Teacher**  
SCALE 2+3+4 Brindale Primary School, Brindale Road, Brinnington, Stockport.  
Responsible for boys' games with an interest in the development of Science and Mathematics in the Junior Department.  
QUOTE REF. 1697TES

Application forms and further particulars obtainable from the Director of Education, Town Hall, Stockport, quoting reference, by 28th November, 1980.

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Required April 1981. Applicants must be committed members of the Church of England.

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Required April 1981. Applicants must be committed members of the Church of England.

**By Subject Classification**

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**Heads of Department**

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Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**Scale 2 Post**

**Southway School**  
Rockfield Avenue, Southway, Plymouth PL6 6DY (Roll: 1,700)  
SCALE 1 (TEMPORARY)—BOYS' PHYSICAL EDUCATION  
For January, 1981, until July, 1981, to teach P.E. and Games including being in charge of rugby, athletics. An interest in taking over school's Ten Tors team an advantage. Possibility of post becoming permanent. Application form and further details from the Headmaster, please quote reference number ES 14/11 when making your application.  
Closing date: 21st November, 1980.

**English**

**Other Posts on Scale 2 and above**

**Music**

**Heads of Department**

**Scale 1 Posts**

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**North Tyneside Education Committee**  
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**Head of Drama**

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**Head of Drama**

**Scale 2 St. Anne's R.C. High School**  
Glenfield Road, Heston, Middlesex.  
QUOTE REF. 1697TES

**Head of Drama**

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Glenfield Road, Heston, Middlesex.  
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## Deputy Headships Senior Masters/Mistresses

### Scale 1 Posts

**KENT COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
MIDDESEX ROAD, CHICHESTER, SUSSEX PO19 1AA.  
Telephone: 01243 811111.  
Required April 1981. Applicants must be committed members of the Church of England.

**SHEFFIELD (City of) EDUCATION DEPARTMENT**  
CONCERNING THE POST OF DEPUTY HEAD—GROUP 5  
Head, Group 5  
The school will move to new premises built on site of old premises for 1981. There will be an opportunity to help in the development of a new school. The school is a large school with a large staff. The school is a large school with a large staff.

**HERTFORDSHIRE EDUCATION DEPARTMENT**  
HITCHIN ROAD, HITCHIN, HERTS SG4 6AA.  
Telephone: 0462 511111.  
Required April 1981. Applicants must be committed members of the Church of England.

**HUMBERSIDE EDUCATION DEPARTMENT**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**BUCKINGHAMSHIRE EDUCATION DEPARTMENT**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**MERTON EDUCATION DEPARTMENT**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**By Subject Classification**

**Art and Design**

**Heads of Department**

**BRADFORD (City of) EDUCATION DEPARTMENT**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**Scale 2 Post**

**Southway School**  
Rockfield Avenue, Southway, Plymouth PL6 6DY (Roll: 1,700)  
SCALE 1 (TEMPORARY)—BOYS' PHYSICAL EDUCATION  
For January, 1981, until July, 1981, to teach P.E. and Games including being in charge of rugby, athletics. An interest in taking over school's Ten Tors team an advantage. Possibility of post becoming permanent. Application form and further details from the Headmaster, please quote reference number ES 14/11 when making your application.  
Closing date: 21st November, 1980.

**English**

**Other Posts on Scale 2 and above**

**Music**

**Heads of Department**

**Scale 1 Posts**

**Other Posts on Scale 2 and above**

**North Tyneside Education Committee**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**Head of Drama**

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Glenfield Road, Heston, Middlesex.  
QUOTE REF. 1697TES

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## Deputy Headships Senior Masters/Mistresses

### Scale 1 Posts

**KENT COUNTY COUNCIL**  
EDUCATION DEPARTMENT  
MIDDESEX ROAD, CHICHESTER, SUSSEX PO19 1AA.  
Telephone: 01243 811111.  
Required April 1981. Applicants must be committed members of the Church of England.

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**HERTFORDSHIRE EDUCATION DEPARTMENT**  
HITCHIN ROAD, HITCHIN, HERTS SG4 6AA.  
Telephone: 0462 511111.  
Required April 1981. Applicants must be committed members of the Church of England.

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EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**BUCKINGHAMSHIRE EDUCATION DEPARTMENT**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**MERTON EDUCATION DEPARTMENT**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
Telephone: 0430 211111.  
Required April 1981. Applicants must be committed members of the Church of England.

**By Subject Classification**

**Art and Design**

**Heads of Department**

**BRADFORD (City of) EDUCATION DEPARTMENT**  
EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
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**Scale 2 Post**

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Telephone: 0430 211111.  
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Required April 1981. Applicants must be committed members of the Church of England.

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EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
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Required April 1981. Applicants must be committed members of the Church of England.

**By Subject Classification**

**Art and Design**

**Heads of Department**

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EDUCATION OFFICER, 14, 1/2 North Street, Guildford, Surrey GU1 1AA.  
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Required April 1981. Applicants must be committed members of the Church of England.

**Scale 2 Post**

**Southway School**  
Rockfield Avenue, Southway, Plymouth PL6 6DY (Roll: 1,700)<











Secondary  
Music  
continued

## HUNDERSIDE

COUNTY COUNCIL  
EDUCATION DEPARTMENT  
KINGSTON UPON HULL  
DIVISION

**PERFORMING MUSIC SERVICE:**  
Invited for January or April 1981  
a full-time TEACHER of the CELLO  
to join a lively performing team of  
musical instrumentalists. There  
may be opportunities for some  
evening work. Applicants should  
have a degree in Music and/or a  
recognised teaching or performing  
diploma.

Application forms available from  
the Education Officer,  
Education Department,  
Kingston upon Hull, to be returned by Nov-  
ember 28.

## WOODSIDE SCHOOL

Woodside Road, Plaistow, London E13 8RX  
Head Teacher: Mr. F. Jones  
Number on roll: 928

HEAD OF  
UPPER SCHOOL

Scale 4

Required: Easter, 1981.

An enthusiastic and experienced teacher is  
required for this interesting and demanding post.  
The successful candidate will be expected to  
oversee the social and curricular needs of all  
pupils in the Fifth and Sixth Year.

This vacancy has occurred through the pro-  
motion of the present holder.

The School would welcome visits from prospec-  
tive candidates.

London Allowance £759, plus Social Priority  
Allowance.

Application forms and further particulars avail-  
able from the undersigned, to whom completed  
forms should be returned by 2nd December, 1980.

Director of Education, Education Offices, Broad-  
way, Stratford, London E15 4BH.



## PLASNET SCHOOL

Plasnet Grove, East Ham, London E16 1DQ  
Head Teacher: Miss E. Crutenden, B.A.  
Number on roll: 1,900

## HEAD OF UPPER SCHOOL

Scale 4

Required: April 1981

Applications are invited from well-qualified and  
experienced teachers for the post of Head of  
Upper School in this large girls' comprehensive.  
The post becomes vacant in January 1981 due  
to the retirement of the present holder.

London Allowance £769.

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## Sports Hall Managers

Salary: £7,284-24,387 (including London  
Weighting)

The new appointments are to be made to manage  
the new sports halls at Greenford High School and  
Reynolds High School, Acton. Both sports halls are  
due to open shortly.

The Managers (male or female) will co-ordinate the  
development of a balanced programme of activities  
in the evening and at weekends, for a variety of  
users including Adult Education, Youth Services, local  
community groups and casual users, and provide  
activities and courses during school holidays.

Considerable evening and weekend working will be  
required.

Application forms obtainable from the Chief Education  
Officer, London Borough of Ealing, Handley House,  
79-81 Uxbridge Road, Ealing, London, W5 7JH.  
Number 579 2424, extensions 2814 or 2888. Reference:  
BD 138.



## LONDON, N.15

**OUR LADY'S CONVENT HIGH  
SCHOOL**  
15-17 Amersham Park, Stamford Hill  
London N15 6AA  
Telephone: 01-261 0091

Applications are invited from well-qualified and  
experienced teachers for the post of Head of  
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Director of Education, Education Offices, Broad-  
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## WOODSIDE SCHOOL

Woodside Road, Plaistow, London E13 8RX

Head Teacher: Mr. F. Jones

Number on roll: 928

HEAD OF  
UPPER SCHOOL

Scale 4

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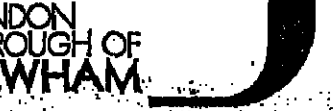
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motion of the present holder.

The School would welcome visits from prospec-  
tive candidates.

London Allowance £759, plus Social Priority  
Allowance.

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Director of Education, Education Offices, Broad-  
way, Stratford, London E15 4BH.



## PLASNET SCHOOL

Plasnet Grove, East Ham, London E16 1DQ  
Head Teacher: Miss E. Crutenden, B.A.  
Number on roll: 1,900

## HEAD OF UPPER SCHOOL

Scale 4

Required: April 1981

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## Sports Hall Managers

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Officer, London Borough of Ealing, Handley House,  
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## NOTTINGHAMSHIRE

## COUNTY COUNCIL

## EDUCATION DEPARTMENT

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## WOODSIDE SCHOOL

Woodside Road, Plaistow, London E13 8RX

Head Teacher: Mr. F. Jones

Number on roll: 928

HEAD OF  
UPPER SCHOOL

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## HEAD OF UPPER SCHOOL

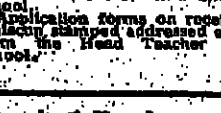
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## HARROGATE

**NOTTINGHAMSHIRE PARK MIXED  
SCHOOL**  
15-17 Amersham Park, Stamford Hill  
London N15 6AA  
Telephone: 01-261 0091

Applications are invited from well-qualified and  
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London Allowance £769.

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Director of Education, Education Offices, Broad-  
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## WOODSIDE SCHOOL

Woodside Road, Plaistow, London E13 8RX

Head Teacher: Mr. F. Jones

Number on roll: 928

HEAD OF  
UPPER SCHOOL

Scale 4

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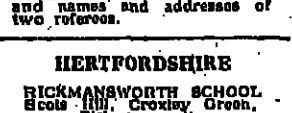
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Head Teacher: Miss E. Crutenden, B.A.  
Number on roll: 1,900

## HEAD OF UPPER SCHOOL

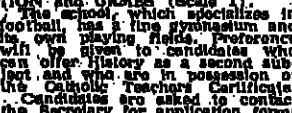
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## SANDWELL

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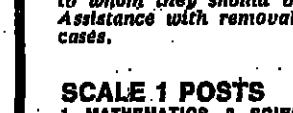
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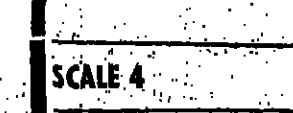
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Upper School in this large girls' comprehensive.  
The post becomes vacant in January 1981 due  
to the retirement of the present holder.

London Allowance £769.

Application forms and further particulars avail-  
able from the undersigned, to whom completed  
forms should be returned by 2nd December, 1980.  
Director of Education, Education Offices, Broad-  
way, Stratford, London E15 4BH.



## Sports Hall Managers

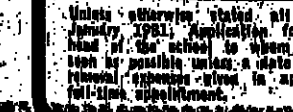
Salary: £7,284-24,387 (including London  
Weighting)

The new appointments are to be made to manage  
the new sports halls at Greenford High School and  
Reynolds High School, Acton. Both sports halls are  
due to open shortly.

The Managers (male or female) will co-ordinate the  
development of a balanced programme of activities  
in the evening and at weekends, for a variety of  
users including Adult Education, Youth Services, local  
community groups and casual users, and provide  
activities and courses during school holidays.

Considerable evening and weekend working will be  
required.

Application forms obtainable from the Chief Education  
Officer, London Borough of Ealing, Handley House,  
79-81 Uxbridge Road, Ealing, London, W5 7JH.  
Number 579 2424, extensions 2814 or 2888. Reference:  
BD 138.



## KIRKLEES

**NOTTINGHAMSHIRE PARK MIXED  
SCHOOL**  
15-17 Amersham Park, Stamford Hill  
London N15 6AA  
Telephone: 01-261 0091

Applications are invited from well-qualified and  
experienced teachers for the post of Head of  
Upper School in this large girls' comprehensive.  
The post becomes vacant in January 1981 due  
to the retirement of the present holder.

London Allowance £769.

Application forms and further particulars avail-  
able from the undersigned, to whom completed  
forms should be returned by 2nd December, 1980.

Director of Education, Education Offices, Broad-  
way, Stratford, London E15 4BH.

## WOODSIDE SCHOOL

Woodside Road, Plaistow, London E13 8RX

Head Teacher: Mr. F. Jones

Number on roll: 928

HEAD OF  
UPPER SCHOOL

Scale 4

Required: Easter, 1981.

An enthusiastic and experienced teacher is  
required for this interesting and demanding post.  
The successful candidate will be expected to  
oversee the social and curricular needs of all  
pupils in the Fifth and Sixth Year.

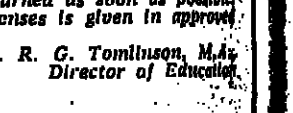
This vacancy has occurred through the pro-  
motion of the present holder.

The School would welcome visits from prospec-  
tive candidates.

London Allowance £759, plus Social Priority  
Allowance.

Application forms and further particulars avail-  
able from the undersigned, to whom completed  
forms should be returned by 2nd December, 1980.

Director of Education, Education Offices, Broad-  
way, Stratford, London E15 4BH.



## PLASNET SCHOOL

Plasnet Grove, East Ham, London E16 1DQ  
Head Teacher: Miss E. Crutenden, B.A.  
Number on roll: 1,900

## HEAD OF UPPER SCHOOL

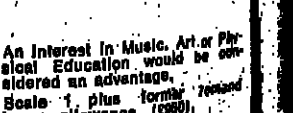
Scale 4

Required: April 1981

Applications are invited from well-qualified and  
experienced teachers for the post of Head of  
Upper School in this large girls' comprehensive.  
The post becomes vacant in January 1981 due  
to the retirement of the present holder.

London Allowance £769.

Application forms and further particulars avail-  
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